

Shrewsbury Public Schools

Fiscal Year 2015 Budget Request

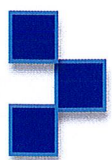
2014 Town Meeting

Presented by
School Committee

B. Dale Magee, M.D., Chairperson
Jason Palitsch, Vice Chairperson
Erin Canzano, Secretary
Sandra Fryc
John Samia

Presented to
Town Meeting

The Shrewsbury Public Schools, in partnership with the community, will provide students with the skills and knowledge for the 21st century, an appreciation of our democratic tradition, and the desire to continue to learn throughout life.





Shrewsbury Public Schools

Joseph M. Sawyer, Ed.D.
Superintendent

May 15, 2014

Superintendent's Budget Message 2014 Town Meeting

Dear Town Meeting Members:

The materials accompanying this message provide the School Department's recommendations, as voted by the School Committee, for two potential Fiscal Year 2015 budget allocations: one recommended for approval during the Annual Town Meeting based on existing revenue available to the town, and the other recommended for approval during the Special Town Meeting based on the possibility of supplemental revenue that would be provided through an operational override. These recommended budget allocations are as follows:

School Department Recommended Budget - Annual Town Meeting
\$53,468,239 (increase of \$1,427,593 or 2.74%)

School Department Recommended Budget – Special Town Meeting
\$57,196,278 (increase of \$5,155,632 or 9.91%)

The difference between the two allocations is \$3,728,039. This considerable sum represents an investment that is required to put our schools back on track so that they can provide the quality of education that our community expects and that our students need. Without that investment, the School Department will again be in a position where cuts to existing educational personnel and programs will need to be made and proper investments in the educational program will again be deferred in order to allocate funds for mandates, fixed costs, and critical needs that can no longer wait. The choice is stark.

Priorities that address the declining quality of education in Shrewsbury

The materials provided to you tell the story of a school district that is at a crossroads. Over the past two years, Shrewsbury has experienced a class size crisis unprecedented in scope, where the vast majority of classrooms across the district have enrollments 20%, 30%, 40% and even 50% higher than School Committee guidelines (which are reasonable guidelines that are in line with assumptions made by the state's funding formula and the state's school building program). For the first time in recent history, the school district's quality rating was downgraded, from Level 1 (which represents the top 24% of districts in Massachusetts) to Level 2 (which represented districts ranked in the next 57% below Level 1), and there has been a large drop in student growth scores on state tests.

Median Student Growth Percentiles: Large Drop

Year	2009	2012	2013	5 Year Change 1 Year Change
ELA	64	59	54	-10 -5
Math	60	59	51	-9 -8

The quality of the education being provided to our town's youngest citizens has been compromised due to the extremely large class sizes and because multiple years of deferred investments have resulted in curriculum, instructional materials, and technology that are outdated and out of alignment with current expectations. This is particularly problematic in our mathematics program, where a key factor in the one-year decline of eight points in student growth scores is the fact that we have not been able to update our mathematics curriculum to align with the state's curriculum expectations and sequence now reflected in the MCAS tests.

The Impact of High Class Sizes

Class sizes that are too high are having several negative effects on our students' education. These include:

- compromised quantity and quality of attention, instruction, and feedback to students;
- compromised physical, social, and emotional classroom environments; and
- significant increases to teacher workloads for core responsibilities which severely limits teachers' ability to spend time on students who need more assistance and on educational initiatives aimed at improving the quality of the instructional program.

The research is clear that having reasonable class sizes provides many educational benefits, benefits that the vast majority of our students are currently not experiencing. These negative effects will compound over time if we do not fix this problem. Please see the accompanying materials for more details.

Last fall, the School Committee adopted a set of budget priorities and guidelines for the development of the FY 2015 budget. They are, in order of priority:

- 1) Bring as many class sections as possible within class size guidelines.
- 2) Provide resources to update, align, and support curriculum.
- 3) Implement the School Committee's strategic priorities to the greatest extent possible.

The budget recommendations before you are proportionally aligned with these priorities, but they can only be adequately addressed with the additional funds that would be provided through a successful override.

Invest now or pay more later

There is enormous risk involved with not providing adequate funding for our schools. Ironically, if our community chooses not to invest sufficient resources in the short term, we are exposing our budget to higher costs in the long term that are beyond our control. For example:

- 1) Families who do not believe the Shrewsbury schools are meeting their children's needs can "vote with their feet" and choose to transfer their child to a charter school (about \$11,000/year), another district who participates in school choice (about \$5,000/year), or to technical/vocational high school (about \$15,000/year). These mandated costs are either subtracted off the top of our state education aid or must be paid directly from the budget, and because of economy of scale and overhead cost structures the district cannot reduce its costs on a student-by-student basis. This leads to cuts that further diminish our program, leading to more families being motivated to leave, and a vicious circle is created.
- 2) Families who do not believe their children's needs are being met have a legal right to request special education testing to determine whether additional, specialized education services need to be provided. Conducting these tests is time consuming and costly, regardless of whether a child ultimately qualifies for services. In a strong educational program with adequate resources, there are many students who may have an underlying mild disability who perform on or above grade level and who would *not* qualify for special education services; in a weaker program, those same students may fall behind and, if evaluated, would then qualify for special education services that must be legally provided.

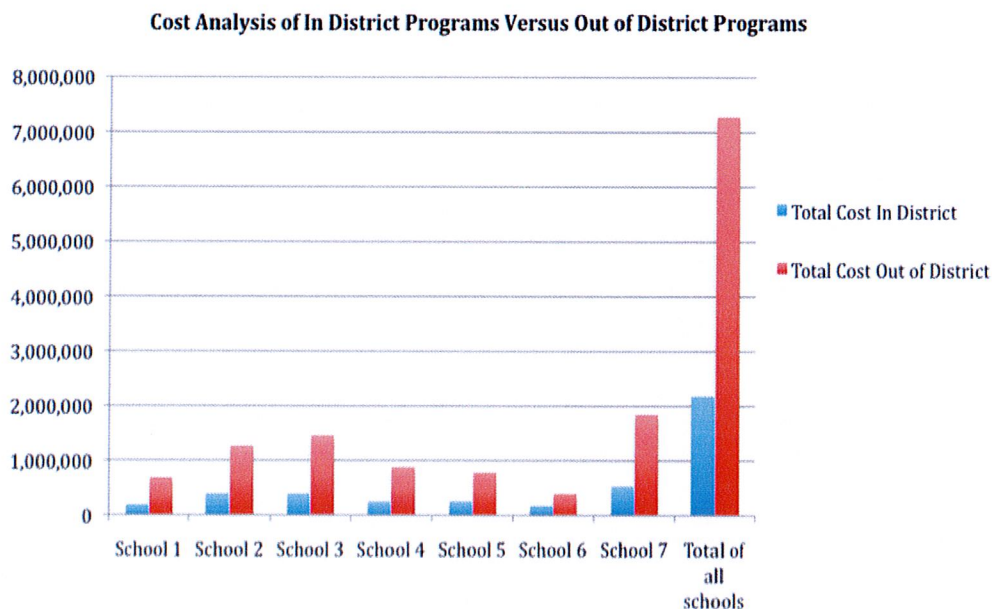
In recent years, we have been able to reverse the trend of students leaving our district in the middle grades to attend charter schools, which in the long term will have a significant positive financial impact for the town – but we will be at significant risk of again losing students at great cost to the town if we sustain further cuts and our performance continues to decline. The more immediate concern is the fact that *special education referrals have increased by 166% this year compared to two years ago prior to the class size crisis, and the number of eligible students has increased by 17%, which will increase further once the referrals in process are completed.* This not only taxes our existing special education resources to do the required testing, but because more students are being identified it is requiring us to use our limited resources to hire additional special education staff in the coming year.

Referrals for Special Education Services					
2011-2012		2012-2013		2013-2014	
Referrals	Found Eligible	Referrals	Found Eligible	Referrals	Found Eligible
82	76	131	121	218	89*

*47 referrals are still in progress, a large number of whom will become eligible for services.

The Cost of Special Education

It is well known that special education is a large cost center for any public school district, and Shrewsbury is no exception. However, the costs of special education are not well understood by many, and some will allege that our district is spending “too much” on special education by not managing the program well. The evidence, however, demonstrates that Shrewsbury has implemented many innovative approaches to provide special education in a cost effective manner. In recent years, this has included a partnership with the Assabet Valley Collaborative to house a program at Shrewsbury High School to educate students with significant disabilities who must receive services until age 22, which will save the district hundreds of thousands of dollars in tuition and transportation costs over an eight year period. It has also included the development of in-district programming for students with significant special needs, particularly those on the autism spectrum, that is currently saving the district an estimated \$2 million per year compared to the cost of sending these students to expensive private special education schools (at the lowest possible tuition of approximately \$90,000 per year). The graph below shows the net savings just in tuition alone; transportation costs saved are at least another several hundred thousand dollars.

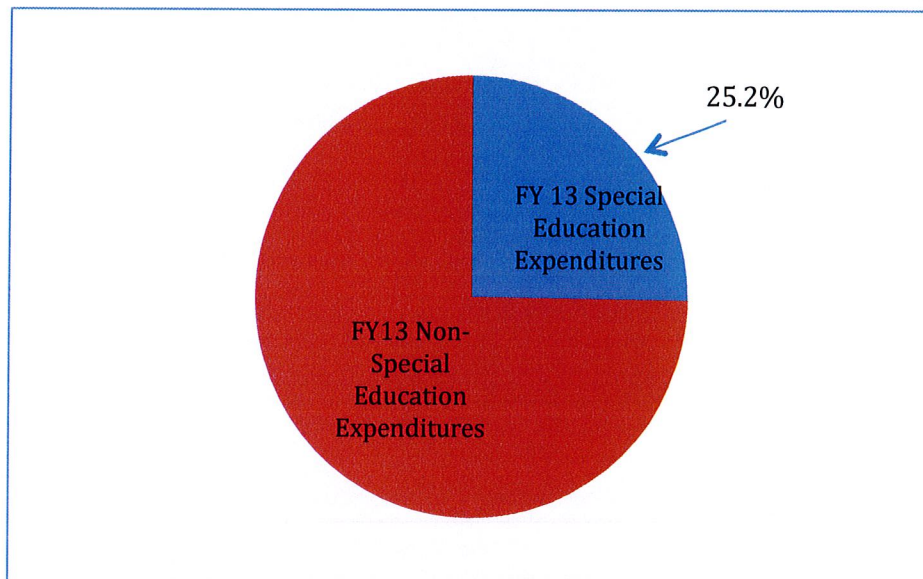


* Net savings for in district programs after state reimbursements approximately \$2 million

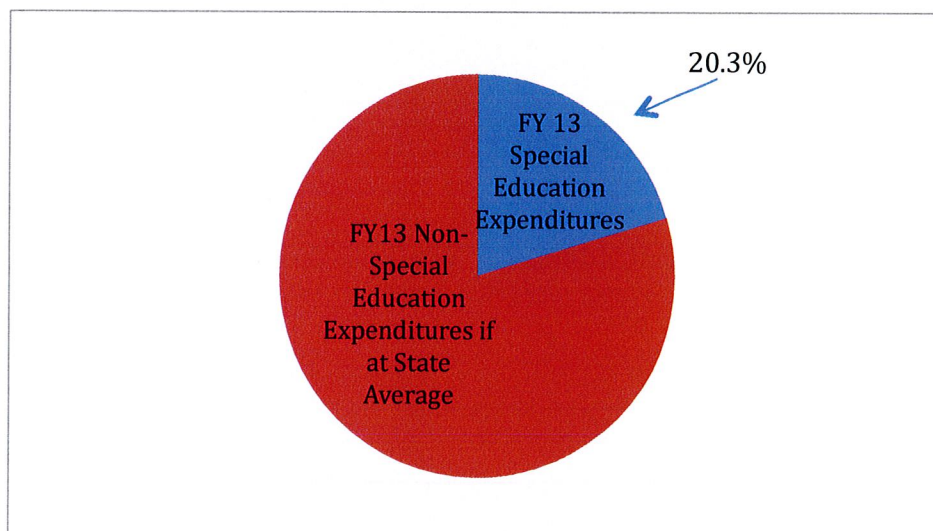
A statistic that those who may say that our special education costs are not well managed is the percentage of the overall budget that is allocated to special education costs. This statistic, reported by the state, shows that Shrewsbury spends 25% of its budget on special education while the state average is about 20%. At first glance this seems to suggest that we spend more than the average district on special education services, but it is important to note that this is a relative measure that depends on how much a district spends on non-special education services. State statistics also show that Shrewsbury spends millions of dollars below the state average in almost every category measured, from administration, to teachers, to educational resources (in fact, in FY 2012 we were in the bottom 2% in the state for textbooks, instructional materials, and technology). Because we spend so little overall and in non-mandated categories other than special

education, the special education costs we do incur are a larger proportion of the whole (a bigger piece of the pie, so to speak). The reality is that the percentage of students who receive special education services has been below the state average for the past two years (15% vs. 17%), and if we were spending at the state average in other categories, the percentage of the whole budget spent on special education would be about 20%, exactly in line with the state average (see graphs below). Suggesting that this statistic means that Shrewsbury's special education program is less cost effective than those of other districts is just plain inaccurate. This would be like someone telling you that you are doing a poor job controlling your home heating costs because the percentage of your household budget that you spend on heat is higher than that of your neighbor with the same size home, even though you spend the same amount of money on that cost. You made sure that your home heating was cost efficient by investing in insulation, keeping your boiler tuned, and lowering your thermostat, but your neighbor spends more money than you do on their cars, groceries, vacations, and other things. Therefore, even though you are both paying the same amount for heat, the percentage of your budget spent on heat is higher than your neighbor's *because his total budget is larger*.

FY13 Special Education Costs as Proportion of Total Budget



FY13 Special Education Costs as Proportion of Total Budget if Non-Special Education Costs Were at State Average



Teacher Compensation

Some will say that the School Department would have sufficient funds if it only would pay its teachers less. This argument is not supported by the evidence that Shrewsbury teachers, like other town employees, are paid within a fair range compared to other similar communities – not the highest, and not the lowest. The materials provided include detailed information about teacher salaries so that you have this information. What the information shows is that the School Committee and the teachers association have agreed to very reasonable compensation adjustments over the past several years, and that the compensation structure in Shrewsbury is exactly the same as virtually every other public school district in the state and nation. Some may insinuate that the fact that teachers receive step increases for each of the first 13 years of their experience is irresponsible, while simple math shows that bringing teachers to their maximum salary in a shorter period of time would actually cost the town more money over the same time span. It is important to remember that about half of the teacher are already at their maximum experience level and no longer receive step increases, but only receive a cost of living adjustment. Overall, Shrewsbury has so many fewer teachers than comparable districts, in FY 2013 it spent \$774 less per pupil in the category “classroom and specialist teachers”, which translates into *over \$4.5 million less spent on teachers* than an average Massachusetts district. The reality is that other communities with Shrewsbury’s economic means are able to support a larger investment in public education, the majority of which is the salaries and benefits of teachers, without having to repeatedly increase their tax levy. For example, the incremental cost of step and COLA salary adjustments for teachers who would be added through the supplemental budget in FY15 will be about \$155,000 in FY16. While it is clear that our district needs to invest in more teachers, the cost of those teachers who will be added under the supplemental budget plan is sustainable.

Shrewsbury Public Schools Are Fiscally Responsible and Cost Effective

The state’s per pupil expenditure statistics make it very clear that Shrewsbury is among the lowest cost school districts in Massachusetts. For Fiscal Year 2013, the average cost for Massachusetts school districts was \$13,999 per pupil, while in Shrewsbury it was \$11,612, or \$2,387 less per pupil. When that difference is multiplied by the 6,248 total students supported by the budget, both in and out of the district, who are part of that calculation, *Shrewsbury spent \$14,913,976 less than if it were spending at the state average*. Even if the supplemental funds are provided through a successful override, the district will not come close to the state average.

In the past, our district has been able to say that it has produced excellent results despite its low cost, but for years we have been warning the community that we were approaching a tipping point where we would not be able to sustain our excellent performance with diminished resources. It is clear that we have passed that tipping point. It is both urgent and important that we reverse course and restore resources that our schools desperately need to provide the educational quality for which our town has been known for decades. To do otherwise puts our school district in jeopardy of unraveling, a process that will accelerate if we make further cuts because of the vicious circle we are already experiencing. It is the right thing to do for our children, and for our town.

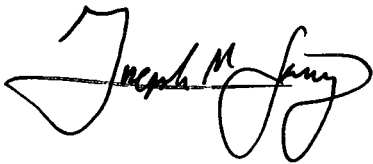
What is at stake

High quality schools have a positive impact on the entire community. They prepare students for future success. Youth commit fewer crimes and exhibit fewer risky behaviors. Property values are enhanced. The town attracts families who are invested in education and making the community better, as well as talented educators who want to be part of a strong school district. There is a higher quality of life for all.

The opposite is also true, of course. Shrewsbury schools are in a crisis, and if we are not able to restore resources, the quality of education in our town will continue to slide, and at an accelerated pace. If the School Department only receives the resources allocated under the regular budget and not the resources that will be available under the supplemental budget, a variety of cuts will be made in order to cope with the rising cost of doing business due to mandates, fixed costs, and other critical needs (please see the details in your materials). This will make the class size problem worse and compound the other detrimental issues we are currently experiencing. As your superintendent, I cannot state strongly enough that the choice the community will be making on June 3 is perhaps the most serious decision ever made regarding the quality of the Shrewsbury Public Schools.

I look forward to answering your questions at Town Meeting.

Respectfully,

A handwritten signature in black ink, appearing to read "Joseph M. Sawyer". The signature is stylized with a large, sweeping initial "J" and a long, horizontal stroke extending to the right.

Joseph M. Sawyer, Ed.D.
Superintendent of Schools

Summary of FY15 Budget Tables									
Proposed Budget Item	Mandate or Priority	FTE	FTE	FTE	FTE	Funding Required	Funding Required	Funding Required	Funding Required
		Supt. Rec. Jan 23	School Comm. Rec. Mar 19	School Comm. Rec. May 14 No Override	School Comm. Rec. May 14 Yes Override	Supt's Rec. Jan 23	School Comm. Rec. March 19	School Comm. Rec. May 14 No Override	School Comm. Rec. May 14 Yes Override
Special Education Class Size/Caseload	Mandated	22.4	20.4	14.3	19.3	\$854,876	\$756,093	\$562,689	\$700,711
Operational Expense Increases (see line item budget)	Mandated or Fixed Costs					\$1,214,102	\$879,878	\$698,102	\$698,102
Additional Teachers to Reduce Class Size	Priority 1	42.2	43.7	3.8	42.7	\$2,582,508	\$2,434,641	\$195,404	\$2,325,719
Curriculum Materials & Personnel	Priority 2	5.0	5.0	1.0	5.0	\$1,256,000	\$1,155,000	\$464,664	\$846,164
Addressing Mental & Behavioral Health	Priority 3	4.4	4.4	0.0	2.4	\$350,000	\$315,000	\$0	\$120,000
SHS In-School Support Program	Priority 3	2.0	2.0	0.0	2.0	\$106,650	\$106,650	\$20,000	\$106,650
Technology	Priority 3	3.0	2.0	1.0	1.0	\$1,025,800	\$825,800	\$149,000	\$228,286
Special Education In-District Program Development & Support	Priority 3	4.0	3.0	1.0	2.0	\$410,000	\$315,000	\$90,000	\$130,000
Reductions Required - No Override				-8.9				-\$752,266	
Total		83.0	80.5	12.2	74.4	\$7,799,936	\$6,788,062	\$1,427,593	\$5,155,632
FY 14 Appropriated Budget						\$52,040,646	\$52,040,646	\$52,040,646	\$52,040,646
FY 15 Recommended Budget						\$59,840,582	\$58,828,708	\$53,468,239	\$57,196,278
% Increase						14.99%	13.04%	2.74%	9.91%
FY15 Recommended Increase						\$7,799,936	\$6,788,062	\$1,427,593	\$5,155,632
Town Manager's Recommendation						\$793,316	\$793,316	\$1,427,593	\$1,427,593
Deficit						-\$7,006,620	-\$5,994,746	\$0	-\$3,728,039
Supplementary Budget - Yes Override									\$3,728,039
									\$0
*Note: Some line item mandated costs are included in the priority 1, 2, & 3 tables; these are not reflected in the Table Summaries above, but they are reflected in these totals	School Comm. Rec. Mar 19		School Comm. Rec. May 14 No Override		School Comm. Rec. May 14 Yes Override				
Total Mandated/Fixed Costs	\$1,676,971	3.22%	\$1,313,791	2.52%	\$1,479,813	2.84%			
Total Priority 1 Items	\$2,434,641	4.68%	\$195,404	0.38%	\$2,325,719	4.47%			
Total Priority 2 Items	\$1,094,000	2.10%	\$431,664	0.83%	\$785,164	1.51%			
Total Priority 3 Items	\$1,582,450	3.04%	\$239,000	0.46%	\$564,936	1.09%			
Reductions to balance budget	n/a	n/a	-\$752,266	-1.45%	n/a	n/a			
Totals*	\$6,788,062	13.04%	\$1,427,593	2.74%	\$5,155,632	9.91%			

Proposed Budget Item	FTE	FTE	FTE	FTE	Funding Required	Funding Required	Funding Required	Funding Required	School Committee Priority	Notes
	Supt. Rec. Jan 23	School Comm. Rec. Mar 19	School Comm. Rec. May 14 No Override	School Comm. Rec. May 14 Yes Override	Supt's Rec. Jan 23	Revised March 19	School Comm. Rec. May 14 No Override	School Comm. Rec. May 14 Yes Override		
Elementary Level Classroom Teachers	4.0	5.5	0.0	4.5	\$205,688	\$282,821	\$0	\$231,399	Priority 1	No override: No teachers restored at elementary level . Yes override: 1.0 Gr. 2 @ Coolidge; 1.0 Gr. 3 @ Coolidge; 1.0 Gr. 3 @ Paton; 0.5 Full Day K @ Paton (other 0.5 through tuition); 1.0 Gr. 2 @ Spring Street
Current Full Day Kindergarten Teachers to be Reassigned to Half Day Kindergarten or First Grade Classes (Full Day Kindergarten tuition may no longer fund these positions)					\$412,500	\$187,500	\$0	\$130,000	Priority 1	No override: no Grade 1 sections moved from Floral to Beal. Yes override, 4 Grade 1 sections moved from Floral Street to Beal, equivalent 0.5 FTE salary for each position returning to appropriated budget because they can no longer be offset by full day K tuition, equivalent of two teacher salaries (revised down from 5 sections in earlier recommendations due to lower Gr. 1 enrollment projection)
Middle Level Classroom Teachers	14.0	14.0	2.0	14.0	\$719,908	\$719,908	\$102,844	\$719,908	Priority 1	No override: Add only 2.0 teachers in Gr. 7. Yes override: Add 4 teachers in Gr. 5; 2 teachers in Gr. 6; 4 teachers in Gr. 7; 4 teachers in Gr. 8; this results in 20 classroom "team teachers" per grade
High School Core Subject Teachers	13.0	13.0	0.0	13.0	\$668,486	\$668,486	\$0	\$668,486	Priority 1	No override: no additions to SHS. Yes override: 3 English, 3 math, 3 social sciences, 4 science & engineering
Special Subjects Teachers	11.2	11.2	1.8	11.2	\$575,926	\$575,926	\$92,560	\$575,926	Priority 1	No override: Increase of 1.1 foreign language at SHS and Oak MS due to section enrollment needs, increase of 0.7 FTE in special subject teacher at Oak MS to absorb Gr. 7 student increase. Yes override: Add 2.0 foreign language; 2.0 visual arts; 2.0 music; 0.8 English language education; 1.0 phys. ed.; 1.4 health; 1.0 computer science; 1.0 guidance counselor. Important note: special subject allotments may be adjusted depending on final course enrollment and scheduling configurations.
Total Teacher Restoration to Address Class Size	42.2	43.7	3.8	42.7	\$2,582,508	\$2,434,641	\$195,404	\$2,325,719		Difference No Override vs. Yes Override = \$2,130,315

Table 2: Sufficient Materials and Personnel to Align and Support Curriculum, Instruction, Assessment & Professional Development

Proposed Budget Item	FTE	FTE	FTE	FTE	Funding Required	Funding Required	Funding Required	Funding Required	School Committee Priority	Notes
	Supt. Rec. Jan 23	School Comm. Rec. Mar 19	School Comm. Rec. May 14 No Override	School Comm. Rec. May 14 Yes Override	Supt's Rec. Jan 23	School Comm. Rec. March 19	School Comm. Rec. May 14 No Override	School Comm. Rec. May 14 Yes Override		
Purchase updated mathematics curriculum materials for grades K-8					\$722,000	\$652,000	\$343,164	\$343,164	Priority 2	Critical need; intent is to purchase materials regardless of override outcome. Cost estimate revised further downward on April 30 based on results of pilot showing district will not need to purchase all materials and will be able to purchase electronic versions for lower cost. The mathematics curriculum has been out of alignment with the new state expectations for two school years; this is a de facto mandated, required expense. This investment has been postponed in recent years due to the difficult budget situation and can no longer wait.
Restore elementary level curriculum coordinator/instructional coach positions	3.0	3.0	0.0	3.0	\$240,000	\$240,000	\$0	\$240,000	Priority 2	The elementary level has not had dedicated curriculum support since 2010, and actually had 14.5 FTE providing this support in 2007. This request will increase the number of elementary curriculum and instruction staff from 4.0 to 7.0 FTE. These positions are critical for implementing mandated curriculum changes and providing ongoing professional development through instructional coaching.
Restore middle level curriculum coordinators	2.0	2.0	1.0	2.0	\$184,000	\$177,000	\$88,500	\$177,000	Priority 2	No override: Math curriculum coordinator only restored to implement new mathematics curriculum alignment. Yes override: Restores both middle level mathematics and social sciences curriculum coordinators which were cut in 2012. These positions function as department heads for all middle school teachers who teach these subjects (30 in each department next year). These positions are critical for implementation of updated curriculum; also, there are higher caseloads of supervision and evaluation due to the recent state law which require the capacity provided through these positions. These positions include an extended workyear. March 19 & April 30 revised to lower amount due to offset from current stipends no longer being necessary.
Prepare for new state-mandated assessment system					\$57,000	\$33,000	\$33,000	\$33,000	Mandated	Professional development and curriculum work to build state-mandated internal assessments for "District Determined Measures" and to prepare for new state testing system that will replace MCAS. Original rec. includes software for state-mandated data collection of assessment information. March 19 & April 30: Revised to defer purchase of software package until FY16.
Curriculum materials for additional classrooms					\$25,000	\$25,000	\$0	\$25,000	Priority 2	No override: additional funds not required. Yes override: If additional class sections are opened, they must be properly equipped with classroom-based curriculum materials.
Additional mentor stipends for new hires					\$28,000	\$28,000	\$0	\$28,000	Mandated	No override: No need to increase current budget for mentors as there will be minimal additional hiring. Yes override: Mentoring newly hired teachers is a state mandate; will require many more \$700 mentoring stipends than in a typical year.
Total Materials & Personnel for Curriculum, etc.	5.0	5.0	1.0	5.0	\$1,256,000	\$1,155,000	\$464,664	\$846,164		Difference No Override vs. Yes Override = \$381,500

Table 3: Resources to Address Mental & Behavioral Health										
Proposed Budget Item	FTE	FTE	FTE	FTE	Funding Required	Funding Required	Funding Required	Funding Required	School Committee Priority	Notes
	Supt. Rec. Jan 23	School Comm Rec. Mar 19	School Comm. Rec. May 14 No Override	School Comm. Rec. May 14 Yes Override	Supt's Rec. Jan 23	School Comm Rec. March 19	School Comm. Rec. May 14 No Override	School Comm. Rec. May 14 Yes Override		
Ensure each elementary school has a full-time school psychologist (with two at Floral Street due to its larger size)	1.4	1.4	0.0	1.4	\$91,000	\$91,000	\$0	\$91,000	Priority 3	Add psychologist support only under Yes scenario
Provide a second Clinical Behavioral Specialist	1.0	1.0	0.0	1.0	\$65,000	\$65,000	\$0	\$65,000	Priority 3	No override will not add this position. Yes override will add the position. This is an investment in cost avoidance for outside special evaluations and placements of students struggling with mental and behavioral health issues.
Additional adjustment counselors at middle level	2.0	2.0	0.0	0.0	\$104,000	\$104,000	\$0	\$0	Priority 3	No additional counseling support at the middle level under either override scenario.
Increase to contracted services budget in order to provide support from licensed social workers					\$90,000	\$55,000	\$0	\$0	Priority 3	No override results in no social worker support. Yes override provides this support, which is a proven cost avoidance strategy for outside special evaluations and placements. Many student cases require interface with families and outside agencies in ways that require the expertise of a licensed social worker. 60 hours of service (20 each for the elementary, middle, and high school levels) would be purchased from the Assabet Valley Collaborative's Family Success Partnership program, which has a proven track record of reducing school districts' costs for outside placements through providing this support.
Resources to Address Mental & Behavioral Health: 4.4 FTE	4.4	4.4	0.0	2.4	\$350,000	\$315,000	\$0	\$156,000		Difference No Override vs. Yes Override = \$156,000 The level of support for students who have mental and behavioral health issues has been inadequate. This has required the district to send students whose needs we cannot meet to specialized placements outside the district that require both tuition and transportation.

Proposed Budget Item	FTE	FTE	FTE	FTE	Funding Required	Funding Required	Funding Required	Funding Required	School Committee Priority	Notes
	Supt. Rec. Jan 23	School Comm. Rec. Mar 3	School Comm. Rec. May 14 No Override	School Comm. Rec. May 14 Yes Override	Supt's Rec. Jan 23	School Comm Rec. Mar 19	School Comm. Rec. May 14 No Override	School Comm. Rec. May 14 Yes Override		
Academic Support Teacher	1.0	1.0	0.0	1.0	\$65,000	\$65,000	\$0	\$65,000	Priority 3	The high school leadership has investigated various in-school programs other area high schools are using to avoid having to send students to out-of-district placements for a variety of reasons, such as mental and behavioral health issues. This program would also help students who are returning after long term illnesses or who must have limited schedules and academic courseloads due to recovery from concussions. Further, a new state law mandates that schools may no longer exclude students entirely for long-term suspensions/expulsions, so an internal support program, combined with online learning options, could meet this need. This program will also be connected with current dropout prevention efforts in place at SHS.
Academic Support Paraprofessional	1.0	1.0	0.0	1.0	\$21,650	\$21,650	\$0	\$21,650	Priority 3	To provide organizational and tutoring support to students in this program.
One class taught per day in each core subject (English, mathematics, social sciences, and science)	0.0	0.0	0.0	0.0	\$0	\$0	\$0	\$0	Priority 3	0.2 FTE teacher per class will come from additional teachers requested in Table 1
Subscription to alternative online education program					\$20,000	\$20,000	\$20,000	\$20,000	Mandated	For students who require to be educated but cannot be physically on campus; will satisfy new state mandate for alternative education for all students regardless of reason for exclusion.
Resources for high school in-school support program	2.0	2.0	0.0	2.0	\$106,650	\$106,650	\$20,000	\$106,650		Difference No Override vs. Yes Override = \$86,650. This is a cost-effective way to respond to emerging mental health needs, physical health needs, and the new state mandate to educate students who have been excluded for disciplinary reasons which avoids more expensive out-of-district placements.

Proposed Budget Item	FTE	FTE	FTE	FTE	Funding Required	Funding Required	Funding Required	Funding Required	School Committee Priority	Notes
	Supt. Rec. Jan 23	School Comm. Rec. Mar 19	School Comm. Rec. May 14 No Override	School Comm. Rec. May 14 Yes Override	Supt's Rec. Jan 23	School Comm. Rec. Mar 19	School Comm. Rec. May 14 No Override	School Comm. Rec. May 14 Yes Override		
Middle school support technician: 1.0 FTE	1.0	1.0	1.0	1.0	\$40,000	\$40,000	\$40,000	\$40,000	Priority 3	Recommended for funding under all scenarios. Addition of devices and infrastructure due to 1:1 program requires additional technology support. Substantial savings in math curriculum materials only realized if electronic version is used and requires this level of tech support to be viable.
District-wide audio/visual and support technician: 1.0 FTE	1.0	0.0	0.0	0.0	\$40,000	\$0	\$0	\$0	Priority 3	Not recommended under revised plan
Align the existing tech support contracts for more equity and flexibility					\$20,000	\$20,000	\$0	\$0	Priority 3	Not recommended under revised plan
Data Support Specialist	1.0	1.0	0.0	0.0	\$55,000	\$55,000	\$0	\$0	Priority 3	Not recommended under revised plan
Teacher technology					\$186,300	\$186,300	\$0	\$46,718	Priority 3	No funding under No Override; Yes Override requires laptops to be provided to additional teachers 0.5 FTE or greater; refresh program will not be able to replace faculty laptops that are beyond 5 year mark. New devices needed to replace all faculty laptops that are 5 years old and older.
Deferred Oak computer lab refresh					\$38,000	\$0	\$0	\$0	Priority 3	Not recommended under revised plan
Oak: projectors and document cameras for all classrooms					\$52,500	\$52,500	\$14,000	\$14,000	Priority 3	Some projectors need to be purchased to support move to 1:1 in Gr. 8 in FY15; cannot realize math material savings without this ability
Resources for technology-based PARCC testing					\$20,000	\$20,000	\$0	\$0	Priority 3	Not recommended under revised plan; will seek alternative funding; may affect choices re: PARCC pilot
Replace out-of-date elementary desktop computers with mobile devices (iPads and/or Chromebooks)					\$75,000	\$75,000	\$0	\$0	Priority 3	Not recommended under revised plan; will seek alternative funding
Replace out-of-date desktop/laptop computers used for Special Education programming					\$75,000	\$75,000	\$0	\$0	Priority 3	Not recommended under revised plan; will seek alternative funding
Infrastructure to make SHS WiFi 1:1 ready					\$50,000	\$50,000	\$20,000	\$32,568	Priority 3	Critical need for pilot in FY15 and implementation of 1:1 device program in FY16; alt. funding necessary or postpone until summer 2015
Infrastructure to improve elementary WiFi system					\$92,000	\$80,000	\$20,000	\$40,000	Priority 3	Critical need for use of interactive white boards for math curriculum materials to save costs on materials; will need partial alt. funding
SHS & Oak link upgrade					\$80,000	\$0	\$0	\$0	Priority 3	Not recommended under revised plan; will defer for year
Media center media collections restoration					\$60,000	\$30,000	\$0	\$0	Priority 3	Not recommended under revised plan; will seek alternative funding
Media center media collections sustaining					\$28,000	\$28,000	\$0	\$0	Priority 3	Not recommended under revised plan; will seek alternative funding
Education Television Studio HD upgrade					\$20,000	\$20,000	\$0	\$0	Priority 3	Not recommended under revised plan; will defer; if upgrade is not made soon the entire system will need to be replaced rather than only upgrading
Middle school 1:1 program phase three: expansion to 8th grade					\$95,000	\$95,000	\$95,000	\$95,000	Priority 3	Recommended for funding under all scenarios; this is seed funding to bring 1:1 program to scale; cost will be recovered over time from family technology fees; cannot realize savings for math curriculum electronic materials without this in place
Printer and projector refresh					\$16,000	\$16,000	\$0	\$0	Priority 3	Not recommended under revised plan; will seek alternative funding; will defer replacement old printers and projectors that have reached end of life
Professional development for technology use					\$8,000	\$8,000	\$0	\$0	Priority 3	Conferences and training resources
Maintenance & support for existing technology infrastructure					\$15,000	\$15,000	\$0	\$0	Priority 3	Underfunded in past years
Software					-\$27,000	-\$27,000	-\$27,000	-\$27,000	Priority 3	Language lab software was one-time expense
Repair and maintenance					-\$13,000	-\$13,000	-\$13,000	-\$13,000	Priority 3	Printer repairs under managed print service and not repairing equipment that is past end of life
Total	3.0	2.0	1.0	1.0	\$1,025,800	\$825,800	\$149,000	\$228,286		Difference No Override vs. Yes Override = \$79,286

Table 6: Special Education: In-District Program Development and Support										
Proposed Budget Item	FTE	FTE	FTE	FTE	Funding Required	Funding Required	Funding Required	Funding Required	School Committee Priority	Notes
	Supt. Rec. Jan 23	School Comm. Rec. Mar 19	School Comm. Rec. May 14 No Override	School Comm. Rec. May 14 Yes Override	Supt's Rec. Jan 23	School Comm. Rec. March 19	School Comm. Rec. May 14 No Override	School Comm. Rec. May 14 Yes Override		
Director of Special Education In-District Programming	1.0	1.0	0.0	0.0	\$95,000	\$95,000	\$0	\$0	Priority 3	Not recommended for funding under revised plan
Elementary Special Education Coordinator	1.0	1.0	1.0	1.0	\$95,000	\$90,000	\$90,000	\$90,000	Priority 3	Recommended for funding under all scenarios. The elementary level is the only one without dedicated special education administrative leadership. The new state-mandated educator evaluation program will require additional supervision and evaluation capacity that does not currently exist. Additional leadership capacity at the elementary level will help institute cost-avoidance measures through earlier intervention and coordination of services.
Middle Level Special Education Coordinator	1.0	1.0	0.0	0.0	\$95,000	\$90,000	\$0	\$0	Priority 3	Not recommended for funding under revised plan
High School Assistant Coordinator/Transition Specialist	1.0	0.0	0.0	0.0	\$85,000	\$0	\$0	\$0	n/a	Removed from consideration in Mar 19 version
Special Education Technology Assistant	1.0	1.0	0.0	1.0	\$40,000	\$40,000	\$0	\$40,000	Priority 3	Note: Moved from Table 7 in previous versions. Position funded under Yes Override; keeping high-needs special education students in-district requires the district to provide assistive technology; this position is important to manage these devices, specialized software, etc.. Position is NOT included in "mandated" total in summary.
Special Education: In-District Program Dev. & Support	4.0	3.0	1.0	2.0	\$410,000	\$315,000	\$90,000	\$130,000		Difference No Override vs. Yes Override = \$40,000

Proposed Budget Item	FTE	FTE	FTE	FTE	Funding Required	Funding Required	Funding Required	Funding Required	School Committee Priority	Notes
	Supt. Rec. Jan 23	School Comm. Rec. Mar 19	School Comm. Rec. May 14 No Override	School Comm. Rec. May 14 Yes Override	Supt's Rec. Jan 23	School Comm. Rec. March 19	School Comm. Rec. May 14 No Override	School Comm. Rec. May 14 Yes Override		
Special Education Team Chair - Preschool	0.5	0.5	0.4	0.4	\$25,711	\$0	\$0	\$0	n/a	Maximum ratios of special education students to teachers are set by law and regulation. March 19 revision reduces funding required to \$0 as equivalent services eligible for funding through preschool tuition will offset this cost. Apr 30: Reduced to 0.4 FTE, not benefits eligible.
Beal Special Education Teacher	1.0	1.0	0.0	1.0	\$51,422	\$51,422	\$0	\$51,422	Mandated	No Override: Beal population is reduced, not required. Yes Override: Position required to meet caseload needs in FY15, as Floral Street Gr. 1 overflow classrooms will return to Beal and increase special education population there.
Spring Street Special Education Teacher	0.5	0.5	0.4	0.4	\$25,711	\$25,711	\$20,569	\$20,569	Mandated	Revised Apr 30 to 0.4 FTE based on updated caseload analysis, non-benefits eligible. Required to meet caseload needs in FY15.
Paton Special Education Teacher	1.0	1.0	1.0	1.0	\$51,422	\$51,422	\$51,422	\$51,422	Mandated	Required to meet caseload needs in FY15.
Coolidge special education Teacher	0.5	0.5	0.6	0.6	\$25,711	\$25,711	\$30,853	\$30,853	Mandated	Revised Apr 30 to 0.6 FTE based on updated caseload analysis. Required to meet caseload needs in FY15.
Floral Street Occupational Therapy Assistant additional hours					\$3,960	\$3,960	\$0	\$0	Mandated	No longer recommended for funding; will be able to address need with existing staff
Paton Elementary Learning Center (ELC) Coordinator	1.0	1.0	1.0	1.0	\$75,000	\$75,000	\$75,000	\$75,000	Mandated	The number of students with autism or other significant special needs being educated within the Elementary Learning Center program is growing and will require an additional classroom to be housed at Paton. Significant cost avoidance vs. out-of-district tuition and transportation
Sherwood Special Education Teachers	2.0	2.0	2.0	2.0	\$102,844	\$102,844	\$102,844	\$102,844	Mandated	Required to meet caseload needs in FY15.
Oak Special Education Teachers	3.0	2.0	2.0	2.0	\$154,266	\$102,844	\$102,844	\$102,844	Mandated	Required to meet caseload needs in FY15. Revised from 3.0 to 2.0 on Mar 19 due to updated caseload analysis.
SHS Special Education Teacher	1.0	1.0	0.0	0.0	\$51,422	\$51,422	\$0	\$0	Mandated	Apr 30: position not needed based on updated caseload analysis.
Speech Language Pathologist	1.0	1.0	1.0	1.0	\$51,422	\$51,422	\$51,422	\$51,422	Mandated	Required to meet caseload needs in FY15. Maximum ratios of special education students to teachers are set by law and regulation.
Sherwood Special Education and English Language Ed. Aides	2.4	2.4	0.4	2.4	\$51,960	\$51,960	\$8,660	\$51,960	Mandated	No override: Current configuration maintained and additional aide support not required. Yes override: necessary to provide inclusion support in additional team classrooms. 0.4 FTE additional English Language Education tutor required under both scenarios.
Oak Special Education Aides and English Language Ed. Aides	2.5	2.5	0.5	2.5	\$54,125	\$54,125	\$10,825	\$54,125	Mandated	No override: Current configuration maintained and additional aide support not required. Yes override: necessary to provide inclusion support in additional team classrooms. 0.5 FTE additional English Language Education tutor required under both scenarios.
SHS Special Education Aide	1.0	0.0	0.0	0.0	\$21,650	\$0	\$0	\$0	n/a	March 19: Eliminated based on updated analysis of needs.
Additional paraprofessional support for new students	5.0	5.0	5.0	5.0	\$108,250	\$108,250	\$108,250	\$108,250	Mandated	Based on updated projections, including addition of ELC program at Paton; necessary to educate students within district programs and avoid costs of out-of-district placements.
Special Education and Support: Personnel to Address Class Size & Caseloads	22.4	20.4	14.3	19.3	\$854,876	\$756,093	\$562,689	\$700,711		Difference No Override vs. Yes Override = \$138,022. Note: Benefits eligible FTE in No Override scenario is now 13 employees, others are part time or increasing hours for already eligible positions. Benefits eligible under Yes Override scenario is now 18 employees.

Superintendent's Recommended Reductions Under a "No Override" Scenario

Recommended Reductions to Close Budget Deficit	Reduction or Offset	Reduction/Offset Running Total	Remaining Deficit	Notes
Deficit			-\$752,266	
Offset some Paton costs through full day kindergarten revolving account	-\$30,000	-\$30,000	-\$722,266	Full day kindergarten tuition can be applied to offset partial costs of aide support, instructional coach, specialists, etc.
Use federal Title II grant to offset portions of elementary instructional coaches' salaries	-\$50,000	-\$80,000	-\$672,266	Funding can only be used for positions that provide professional development; reduces funding for other professional development needs
Reduce Athletics Department allocation	-\$75,000	-\$155,000	-\$597,266	A corresponding increase in sponsorships and/or boosters support will be required, otherwise scope of program will need to be reduced
Miscellaneous operations reductions	-\$40,160	-\$195,160	-\$557,106	Defer purchase of substitute procurement software; reduce various operational accounts to reach target
Reduce textbook budget	-\$30,000	-\$225,160	-\$527,106	Defers virtually all purchases other than math materials
Level fund school and department discretionary funds	-\$50,000	-\$275,160	-\$477,106	This funding totaled \$558,057 in FY05 and would remain at reduced amount of \$311,464, which is 44% less than a decade ago (not including the loss of purchasing power due to inflation over that time)
Reduce level of technology funding	-\$85,000	-\$360,160	-\$392,106	Compounds problem of purchase deferrals and equipment becoming obsolete as a result; will finance as much as possible through alternative funding (revolving accounts, fundraising)
Cut portion of foreign language teacher at SHS (0.4 FTE)	-\$20,569	-\$380,729	-\$371,537	Reduction in staffing for French to partially offset required additions in Spanish and Mandarin
Cut middle level advanced math coach position (1.0 FTE)	-\$88,716	-\$469,445	-\$282,821	Eliminates this math curriculum position at critical time when new math curriculum is being implemented - trade off to enable restoration of math curriculum coordinator position under a no override budget. Increases risk of losing students to charter schools. One advanced math coach position remains; that position may share responsibilities across both schools in order to address students with the greatest advanced math needs.
Cut elementary music teacher position (0.9 FTE)	-\$46,280	-\$515,725	-\$236,541	Would not replace this position that is open due to a retirement. Will reduce the scope of the music program as fewer teachers are spread across the system. The retirement differential between the current salary and budgeted replacement is already accounted for in the budget.
Cut health teacher (0.6 FTE)	-\$30,853	-\$546,578	-\$205,688	Reduces the scope of the health program; will affect special subject offerings at either the elementary or middle level
Cut elementary classroom teaching positions (Net 4.0 FTE reduction from budget)	-\$205,688	-\$752,266	\$0	Makes a bad class size situation worse at the elementary level. Reduction of 6.0 FTE individual positions: -3.0 Kindergarten (-4.0 from Beal, +1.0 at Paton), -1.0 Coolidge Gr. 4, -1.0 Paton Gr. 2, -1.0 Spring Street Gr. 4. Results in only 4.0 FTE savings from appropriated budget due to reduced offset for full day kindergarten tuitions.

2014-2015
PROJECTED ENROLLMENT and GRADE CONFIGURATION
(Yes Override Scenario)
Updated 05-06-14

Grade Level	Projected 2014-15	Beal			Coolidge			Floral Street			Paton			Spring Street		
		Students	Clsrms/Sect.	Avg.	Students	Sections	Avg.	Students	Sections	Avg.	Students	Sections	Avg.	Students	Clsrms/Sect.	Avg.
HDK*	114	114	3/6	19												
FDK*	252	126	6	21	63	3	21				21	1	21	42	2	21
Grade 1	427	84	4	21	85	4	21	106	5	21	85	4	21	67	3	22
Grade 2	424				80	4	20	191	9	21	79	4	20	74	4	19
Grade 3	463				79	4	20	212	9	24	86	4	22	86	4	22
Grade 4	454				78	4	20	200	9	22	91	4	23	85	4	21
Total 1-4	1768	School Avg./class 20			School Avg./class 20			School Avg./class 22			School Avg./class 21			School Avg./class 21		
Totals	2134	324	16		385	19		709	32		362	17		354	17	

*Total K 366

* Town Manger projection for K = 384; NESDEC Projection for K = 364

All projections based on analysis of information provided by Town Manager's office, New England School Development Council, and updated actual enrollment data as of 04/30/14.

School Committee class size guidelines:
 Kindergarten guideline: 17-19
 Grades 1-2 guideline: 20-22
 Grades 3-8 guideline: 22-24

Grade Level	Projected 2014-15	Sherwood Middle			Oak Middle			High School			Preschool Program			
		Students	Sections	Avg.	Students	Sections	Avg.	Students	Sections	Avg.	Program	Students	CR/Sect.	Avg.
Grade 5	488	488	20	24										
Grade 6	456	456	20	23										
Grade 7	525				525	20	26							
Grade 8	494				494	20	25							
Grade 9	422							422	N/A	N/A				
Grade 10	426							426	N/A	N/A				
Grade 11	406							406	N/A	N/A				
Grade 12	416							416	N/A	N/A				
		School Avg./class 24			School Avg./class 25			School Avg./class N/A			School Avg./class 12			
Totals	3633	944	40		1019	40		1670	N/A			264	22	
In-District Total K-12:		5,767												
In-District Total PreK-12:		6,031												

• Town Manager's Projection for K-12 = 5,805

• NESDEC Projection for K-12 = 5,772; NESDEC Projection for PreK-12 = 6,025

Parker Rd. 169 6/14 12
Little Col. 30 1/2 15
Wesleyan Terrace 65 2/6 11

Note: Preschool enrollment grows during the year as eligible students with special needs turn 3 years old; projections are for maximum enrollment.

Shrewsbury Public Schools
Projected Staffing Levels
FY 2015

[illegible]

FY 2015 Conditions and Assumptions
Shrewsbury Public Schools

The following conditions and assumptions were applied to forecast the FY15 for the Shrewsbury Public Schools.

Financial Conditions and Assumptions:

1. Teacher Contract has been ratified and assumes full step increases and a 1.75% Cost of Living Adjustment.
2. Unit B (Assistant Principals and Athletic Director) Contract is under negotiation. Impact on budget is estimate only.
3. Secretaries and support staff assumes full step increases and a 1.50% Cost of Living Adjustment.
4. Paraprofessional Contract is settled and assumes full step increases and a 1.50% Cost of Living Adjustment
5. Administration staff salary will be adjusted per a market assessment.
6. Federal, and State Grant funding assumes level funding from FY14.
7. Transportation represents a \$323 per bus per day based on fleet of 48 vehicles (38 regular education buses, 7 Special Education buses, and 3 Vocational buses). This is an increase of 1 Special Education bus, and 1 Vocational Bus. Special Education Transportation expenses have been shifted in FY15 to the Special Education Grant as a cost savings measure.
8. Special Education forecast based on current student population and identified placements plus estimated 3% overall tuition increase.
9. Special Education Circuit Breaker reimbursement anticipated at 72%.
10. Special Education Out of District Transportation rate increase by 2%.
11. Increase special education bus monitors from 13 monitors to 14 monitors.
12. Vocational tuition at Assabet Valley Regional Technical School (AVRTS) represents a 1.3% increase from \$16,080 to \$16,284; FY15 assumes 133 students at AVRTS, down 5 students from FY 14.
13. Transportation, Athletic, and Student Activity Fees projected at current fee structure.
14. Full Day Kindergarten and Preschool tuition projected at current fee structure.



Shrewsbury School Committee

Fiscal Priorities & Guidelines for FY 2015 Budget Development

Approved Unanimously at October 9, 2013 School Committee Meeting

Overview

The School Committee wishes to provide the community with information about its priorities for the Fiscal Year 2015 School Department Budget. The School Committee also wants to provide specific guidance to the Superintendent of Schools and the School Department administration regarding the development of the initial Fiscal Year 2015 School Department Budget proposal.

Priorities

The School Committee's fiscal priorities for Fiscal Year 2015 are, in order of priority:

1. To bring as many sections as possible within School Committee guidelines for class size. These guidelines are: Preschool: 15; Kindergarten: 17-19; Grades 1 & 2: 20-22; Grades 3-8: 22-24; Grades 9-12: 18-20.
2. To provide sufficient resources to update curriculum so that it is in alignment with state expectations, including instructional materials and staff professional development.
3. To implement the School Committee's adopted Strategic Priorities and Goals to the greatest extent possible.

Assumptions

It is assumed that the initial FY15 School Department Budget proposal will:

1. Meet all legal mandates required of the school district.
2. Reflect the terms of collective bargaining agreements and other contractual obligations.
3. Provide sufficient resources to a) continue the current education program, and b) restore personnel and provide needed resources per the guidance below.
4. Utilize the best available information to project changes in costs (such as tuitions) and revenues (such as grants and state reimbursements), while assuming similar levels of funding from existing fees.
5. Consider ways to reduce or shift costs in order to achieve district priorities without additional funding allocations wherever possible.

Guidance

The School Committee recommends that the administration's initial FY15 Budget proposal should reflect the School Committee's fiscal and strategic priorities so that there are sufficient allocations for the following (categorized by strategic priority in no particular order):

Strategic Priority: Engaging & Challenging All Students

1. Additional teachers to bring all classes within class size guidelines, while presenting alternate scenarios that consider the potential need for phasing over multiple budget cycles.
2. Curriculum materials necessary to align the district's curriculum with the updated Massachusetts Curriculum Frameworks.
3. Professional development for educators to successfully adapt to new curriculum and assessment requirements and initiatives, technology initiatives, and state mandates.
4. Administrative capacity to implement mandated changes in curriculum, assessment, and educator evaluation.

Strategic Priority: Promoting Health & Wellbeing

1. Equipment and training necessary to further enhance safety and security.
2. Increased support for students with mental and behavioral health issues.

Strategic Priority: Enhancing Learning Through Technology

1. Expansion of the personal iPad program to Grade 8 in FY15 and preparation for expansion to SHS in FY16 to enhance the learning experience.
2. Completion of installation of interactive whiteboards in all core classrooms in Preschool – Grade 4.
3. Increased capacity to implement technology to provide cost-effective, in-district supports for special education.
4. Investments to increase opportunities for quality online learning and to improve operational efficiencies.

Strategic Priority: Increasing Value to the Community

1. Restructuring of the special education administrative model to build additional capacity for creating innovative and cost-effective in-district programs, as well as to provide adequate support and supervision of staff.
2. Adjustments to administrator compensation that reflect both market and performance factors, in order to retain and attract high performing leaders.



Shrewsbury Public Schools

Mary Beth Banios
Assistant Superintendent

Shrewsbury 2014-2015 Math Initiative

Rationale for Purchase of Updated Math Resources in Grades K-8

In 2004 the Massachusetts Board of Education introduced state frameworks and standards for the teaching of mathematics in public schools across the Commonwealth. In response to this, Shrewsbury revised its math curriculum to align with the new standards and invested in two math programs, *Everyday Mathematics* for grades K-6 and *Connected Math Program 2* for grades 7-8, in order to ensure teachers and students had textbooks and curriculum materials that were appropriate for implementing the updated curriculum. This decision served our students well, with every grade tested (3-8) reaching at least the top 11% ranking in the state, with many grades reaching top 10%, 5%, and even 1% rankings in different years. There is also no question that our students' elementary and middle school math instruction has prepared them well for success in high school, where students have excelled in a variety of ways, including very strong Advanced Placement results and many student acceptances into top college and university programs in mathematics and engineering.

Nine years later, these Massachusetts Math Frameworks were updated to reflect the changing needs of students who will enter career and college in rapidly changing global environment. In response to these new state standards, Shrewsbury is once again responding by revising its math curriculum and purchasing new core materials that align with the updated frameworks. As a public school district, our students are held accountable for these standards on state assessments. The investment in new core materials and supporting professional development allow our district to make the necessary changes to the sequence, level of rigor, and expected levels of mastery that are required in the state frameworks. Examples of the increased rigor that will result from this work include moving some content currently taught in 8th grade down to 7th grade, some content currently taught in 9th grade down to the 8th grade and increasing the complexity of problems that students will be asked to solve.

During this year's pilot work, significant efforts have been made to mitigate the cost of aligning with the new math standards while still ensuring that we provide teachers the training and tools they need to effectively implement the new math curriculum. Purchasing digital texts at the middle level, reusing existing math manipulatives wherever possible, and developing in-house trainers are some of the ways we have been able to lower the cost of this initiative.

Finances for the 2014-15 Shrewsbury Math Initiative

Costs Associated with K-5 Math Curriculum Materials:

Math in Focus Materials: \$232,609

Math Manipulatives: \$27,561

Costs Associated with the 6-8 Math Curriculum Materials:

Connected Math Program 3 (CMP3): \$141,844

K-8 Professional Development Costs: \$41,150

Total Cost Associated with the K-8 Shrewsbury Math Initiative: \$443,164

Purchases made with FY14 Funds: \$100,000

Total Funding Needed from FY15 Funds: \$343,164



Shrewsbury Public Schools

Instructional Technology and Media Services

Jonathan Green, Director

Date: May 10, 2014

To: School Committee

From: Jon Green

Re: Implications of override v. non-override for technology budget for fiscal years 2015-2019

The current technology budget for equipment and services but not personnel for FY 2014 is \$581,000. In a non-override scenario this portion will increase by \$19,000 to a total of \$600,000 (\$100/student) and in an override scenario this portion of the budget would increase by \$183,000 to a total of \$764,000 (\$127/student). In either case this is far short of the \$918,727 increase to a total of \$1,500,000 required to “fill the hole” and then sustain the gains.

The largest contributor to the budget needs in 2016-2019 is the large outlay required to introduce the 1:1 program for grades 9-12, however it is important to note that technology fees paid by families will recover the significant majority of these costs over time. Even when the devices are leased and the payments are spread over three years, the significant initial investment to purchase the devices will require significant sacrifices elsewhere, including canceling or deferring lab and classroom device upgrades, middle and high school interactive projector installations, the ETS HD studio upgrade, media center collections restoration, and WAN link capacity and redundancy upgrades. It also forces us to defer a small percentage of our faculty laptop replacement program.

The projected values in the tables below are from five-year projections that are based on our current understanding of needs and risks and are subject to reprioritization to meet changing needs and conditions. Table 1 represents spending on projects that are planned or underway, either for new initiatives or for catching up on deferred replacements. Shortages in this table represent scaling back, further deferring, or outright canceling of projects. Table 2 represents spending on annually recurring costs. Shortages in this table represent an accumulating deficit that will increase the future need for funds in Table 1.

Table 1 - Current and planned projects

Projects	Yes over the budget	No over the budget
Middle School 1:1 Program*	Fully funded	Fully funded
SHS Wireless	Completed FY15	Completed FY16
Expand 1:1 Program to HS*	Completed FY16	Completed FY16
Oak interactive projectors	Delay until FY19	Cancelled
SHS interactive projectors	Delay until FY20	Cancelled
Elementary Wireless	Completed FY15	Completed FY18
Deferred Oak Lab refresh	None	None
SHS & OMS 10G uplink	Completed FY16	None
Restore Media Center Collection	None	None
ETS Studio HD Upgrade	None	None
Deferred SHS Lab Refresh	None	None
Faculty laptop refresh catchup	\$157,000 short FY15-FY19	\$168,000 short FY15-FY19
Deferred Elementary Classroom Device Refresh	None	None
Deferred SpEd Classroom Device Refresh	None	None

*Significant majority of costs for 1:1 program will be recovered through family technology fees.

Table 2 - Annually recurring costs

Annual Sustaining	Annual Need	No vote	Yes vote
Internet and Networking	\$68,000	Fully funded	Fully funded
Sustain Middle School 1:1	\$50,000	Fully funded	Fully funded
Sustain High School 1:1	\$50,000	Fully funded FY16 and beyond	Fully funded FY16 and beyond

The Shrewsbury Public Schools, in partnership with the community, will provide students with the skills and knowledge for the 21st century, an appreciation of our democratic tradition, and the desire to continue to learn throughout life.

Table 2 - Annually recurring costs

Annual Subcategory	Annual Need	FY15 FY19	FY15 FY19
Network Maintenance & Support	\$44,000	Fully funded	Fully funded
Contracted Repair Services	\$37,000	Fully funded	Fully funded
Software Maintenance & Support	\$35,000	Fully funded	Fully funded
Technology, media, & audio visual supplies	\$22,000	Fully funded	Fully funded
Database subscriptions	\$13,000	Fully funded	Fully funded
Professional Development	\$7,000	\$19,000 short FY15-FY19	Fully funded
Faculty Technology	\$150,000	\$164,000 short FY15-FY19	\$18,000 short FY15-FY19
Educational TV Studio & AV equipment	\$7,500	None	Fully funded
Scheduled High School Labs refresh	\$76,000	None	\$532,000 short FY15-FY19
Middle School Lab refresh	\$38,000	None	\$114,000 short FY15-FY19
Elementary classroom device refresh	\$30,000	None	\$30,000 short FY15-FY19
Printer refresh	\$5,000	None	\$5,000 short FY15-FY19
Classroom projector refresh	\$12,000	None	\$12,000 short FY15-FY19
Lab Projector refresh	\$3,000	None	\$3,000 short FY15-FY19
Media Center collections	\$27,000	None	\$54,000 short FY15- FY19

Shrewsbury Public Schools
Non-School Department Revenue Sources: Fiscal Year 2013

Over the past several years, the School Department has come to rely much more heavily on fundraising in order to provide basic elements of the educational program. While most fundraising in the past went to enrichment programs and materials, more and more of the funds raised by Parent Teacher Organizations (PTOs), Shrewsbury Education Foundation, the Shrewsbury Schools Music Association, the Shrewsbury Athletics Boosters and Friends of Shrewsbury Crew, the district's annual Road Scholars road race, the Celebration in the Garden, etc. have been used for essentials that would be funded through the appropriated budget in most school districts. The table below shows expenditures for the last completed fiscal year.

Source	Total Expended in FY13	Notes
Parent Teacher Organizations	\$233,642	Funds spent in 2012-2013 for the benefit of school programs and materials. Note: Floral Street School spent an additional \$54,000 during the current year (FY14) to have interactive white boards installed in 17 classrooms.
Parent Teacher Organizations – Playground Capital Projects	\$24,030	This represents only a portion of the approximately \$90,000 that the Paton PTO spent to reconstruct its playground over the past three years. Also note that the Parker Road Preschool PTO has spent about \$40,000 during the current year reconstructing their playground.
Shrewsbury Athletics Boosters	\$40,000	Non-profit community group supporting the Shrewsbury athletics program
Friends of Shrewsbury Crew	\$31,708	Non-profit group that supports the significant expenses associated with the SHS rowing program
Shrewsbury Athletics Sponsorship Program	\$35,021	First year of this sponsorship program, which provides signage, website, and email publicity for local businesses with varying levels of publicity depending on the magnitude of financial commitment
Shrewsbury Schools Music Association	\$24,082	Non-profit community group supporting the Shrewsbury Public Schools performing arts program
Shrewsbury Education Foundation	\$13,887	Non-profit foundation that provides grant funding to Shrewsbury Public Schools educators to fund special projects
Corridor 9 Chamber of Commerce	\$1,316	The Chamber provides grant funding to local teachers each year for innovative projects.
Road Scholar Race	\$13,040	Annual 5k race and fun run held each spring to raise funds for schools to invest in innovative programs
Celebration in the Garden	\$25,000	Annual community fundraiser held each June to raise funds for schools to invest in instructional equipment and materials. Note: This fundraiser doubled its contribution to \$50,000 from funds raised in June 2013 that are being spent in the current year.
Grand Total	\$441,726	

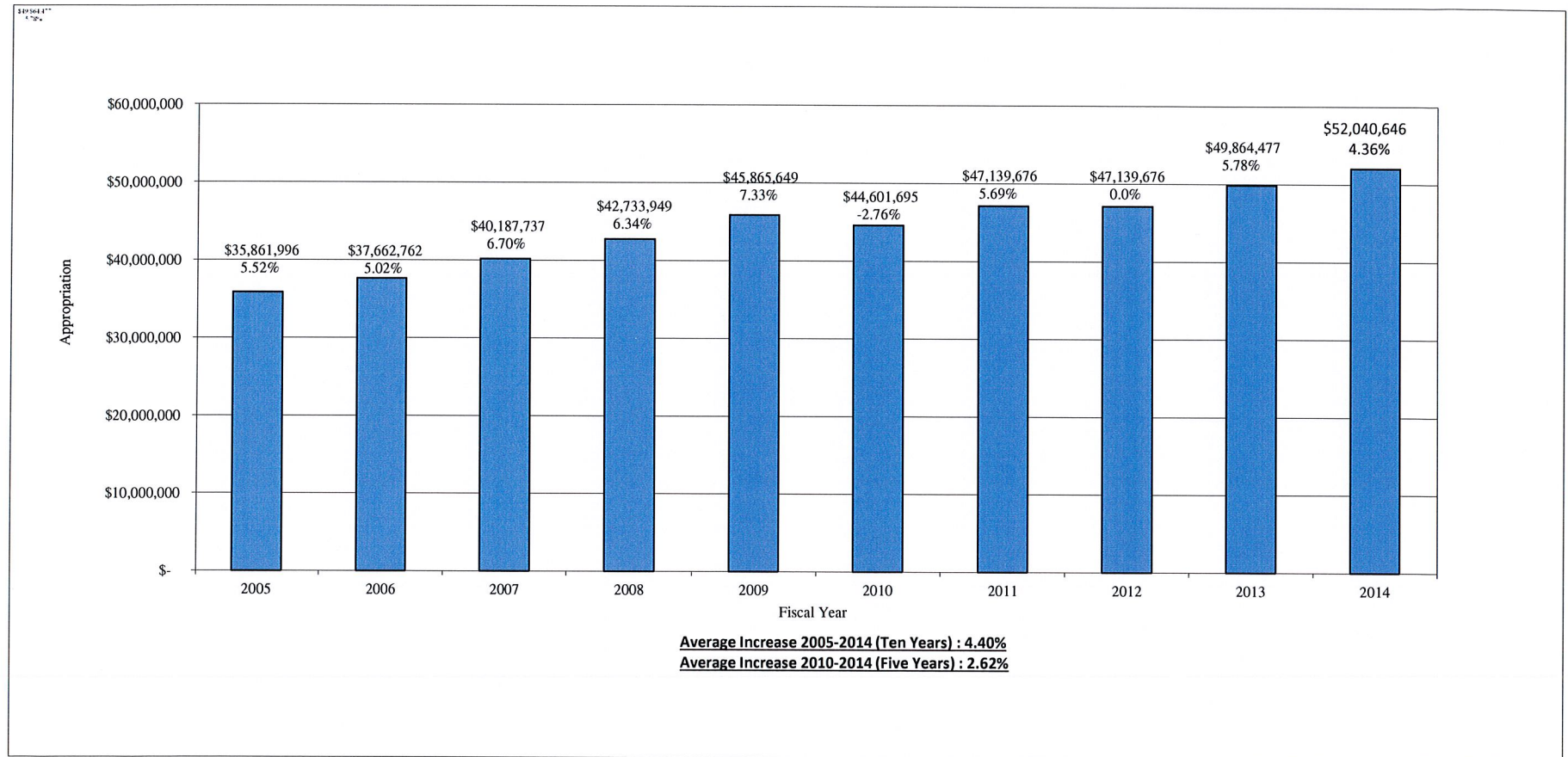
Note: In FY14 and beyond, the district's new Colonial Fund to support technology innovation will also be included. About \$15,000 has been raised to date through a direct giving campaign.

School Department
Fiscal Year 2015 Projected Expenditures

	Projected FY 15 Expenditures WITH Override	Projected FY 15 Expenditures WITHOUT Override
Town Appropriated School Department Budget Request	\$ 57,196,278	\$ 53,468,239
Circuit Breaker Special Education Reimbursement in FY15	\$ 3,065,836	\$ 3,065,836
Federal and State Grants	\$ 1,925,543	\$ 1,925,543
Full Day Kindergarten Tuition	\$ 638,000	\$ 638,000
Preschool Tuition	\$ 425,000	\$ 425,000
School Choice Receiving Tuition	\$ 69,536	\$ 69,536
Athletic Fees	\$ 300,000	\$ 300,000
Athletic Gate Receipts	\$ 30,000	\$ 30,000
Student Activity Fees	\$ 73,688	\$ 73,688
Transportation Fees	\$ 600,000	\$ 600,000
One to One Technology Initiative Fees	\$ 135,000	\$ 135,000
Subtotal	\$ 64,458,881	\$ 60,730,842
The revolving accounts below represent additional School Department operations that are self-funded.		
Food Services	\$ 1,650,000	\$ 1,650,000
Extended Day School Care	\$ 971,229	\$ 971,229
Facility Rental	\$ 185,774	\$ 185,774
Summer Enrichment Programs	\$ 246,067	\$ 246,067
Other Local Receipts (Summer School, Lost Textbook, SAT, Music Lessons, Citizens Funds, Private Gifts and other)	\$ 487,189	\$ 487,189
Subtotal	\$ 3,540,259	\$ 3,540,259
Total FY 15 Projected Expenditures	\$ 67,999,140	\$ 64,271,101

*Note: Grant Funds, tuition, fees, and other revolving accounts must be expended for related and associated purposes according to regulation. Funds for one purpose may not be applied to other areas of the budget.

School Department: Appropriated Budget History



EXPENDITURE HISTORY:
ALL FUND SOURCES

	FY07	FY08	FY09	FY10	FY11	FY12	FY13	Change from FY13 to FY12
School Committee Expenditures	\$ 39,743,807	\$ 42,716,219	\$ 45,665,646	\$ 44,601,695	\$ 47,139,676	\$ 47,139,676	\$ 49,864,477	\$ 2,724,801

	FY07	FY08	FY09	FY10	FY11	FY12	FY13	Change from FY13 to FY12
Town Expenditures*	\$ 16,800,220	\$ 17,907,711	\$ 16,331,335	\$ 18,479,346	\$ 20,350,771	\$ 31,739,533	\$ 25,994,990	\$ (5,744,543)

Other Funds	FY07	FY08	FY09	FY10	FY11	FY12	FY13	Change from FY13 to FY12
Federal Grants	\$ 1,832,597	\$ 1,882,342	\$ 3,673,728	\$ 2,399,558	\$ 3,440,487	\$ 3,278,217	\$ 2,254,371	\$ (1,023,846)
State Grants	\$ 58,903	\$ 66,690	\$ 65,922	\$ 68,940	\$ 93,251	\$ 88,478	\$ 98,428	\$ 9,950
Circuit Breaker	\$ 902,087	\$ 1,608,207	\$ 1,436,579	\$ 1,597,356	\$ 739,193	\$ 3,026,443	\$ 2,457,246	\$ (569,197)
Private Grants & Gifts	\$ 96,474	\$ 155,237	\$ 127,185	\$ 128,842	\$ 200,303	\$ 159,354	\$ 273,272	\$ 113,918
School Choice & Other Day Tuition	\$ 288,385	\$ 287,747	\$ 394,823	\$ 589,056	\$ 1,066,768	\$ 937,307	\$ 995,711	\$ 58,404
Athletic Fund	\$ 239,043	\$ 384,535	\$ 299,882	\$ 400,830	\$ 395,762	\$ 375,338	\$ 294,834	\$ (80,504)
School Lunch	\$ 1,923,484	\$ 2,048,818	\$ 1,993,759	\$ 1,848,158	\$ 1,696,151	\$ 1,762,239	\$ 1,744,321	\$ (17,918)
Other Local Receipts	\$ 1,534,499	\$ 1,580,238	\$ 2,090,219	\$ 2,213,218	\$ 2,429,555	\$ 2,443,171	\$ 2,401,053	\$ (42,118)
Total	\$ 6,875,472	\$ 8,013,814	\$ 10,082,097	\$ 9,245,958	\$ 10,061,470	\$ 12,070,547	\$ 10,519,236	\$ (1,551,311)

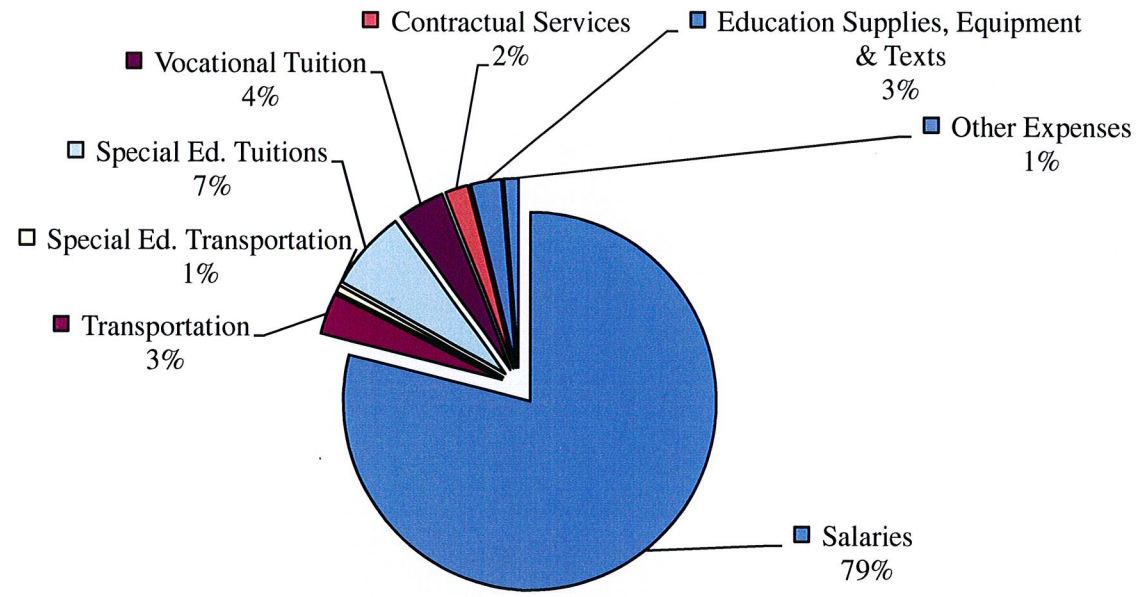
* Includes Debt Service Payments, Insurance, Building & Grounds, Charter & School Choice, and new Sherwood construction project.
The Sherwood construction project expenditure from the Town was \$6,263,445 in FY13.

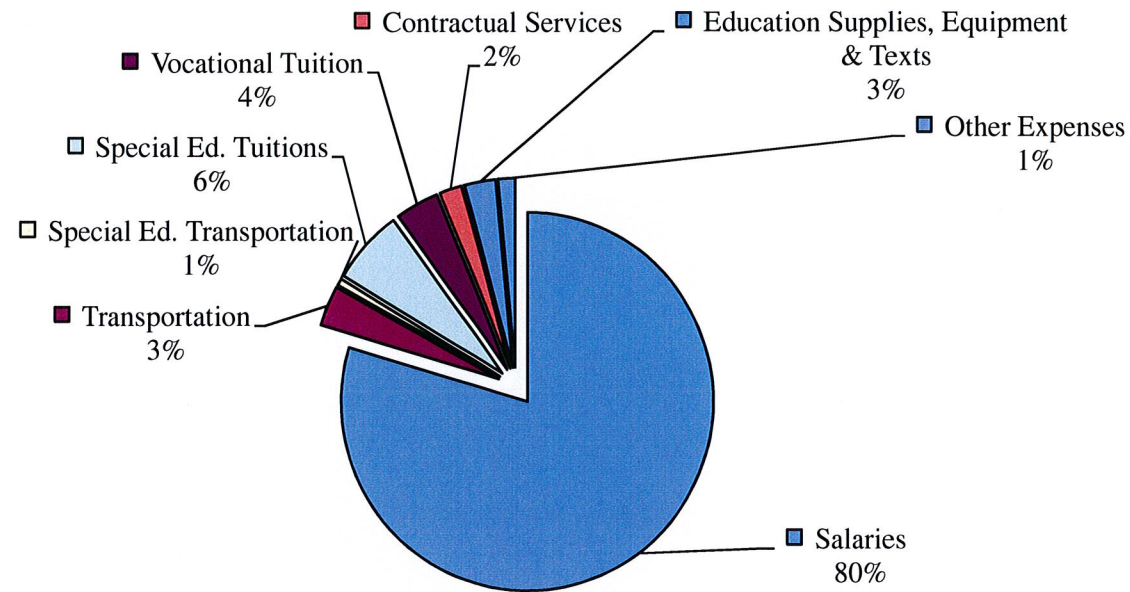
Shrewsbury Public Schools
Personnel & Program Reduction History Since Fiscal Year 2004

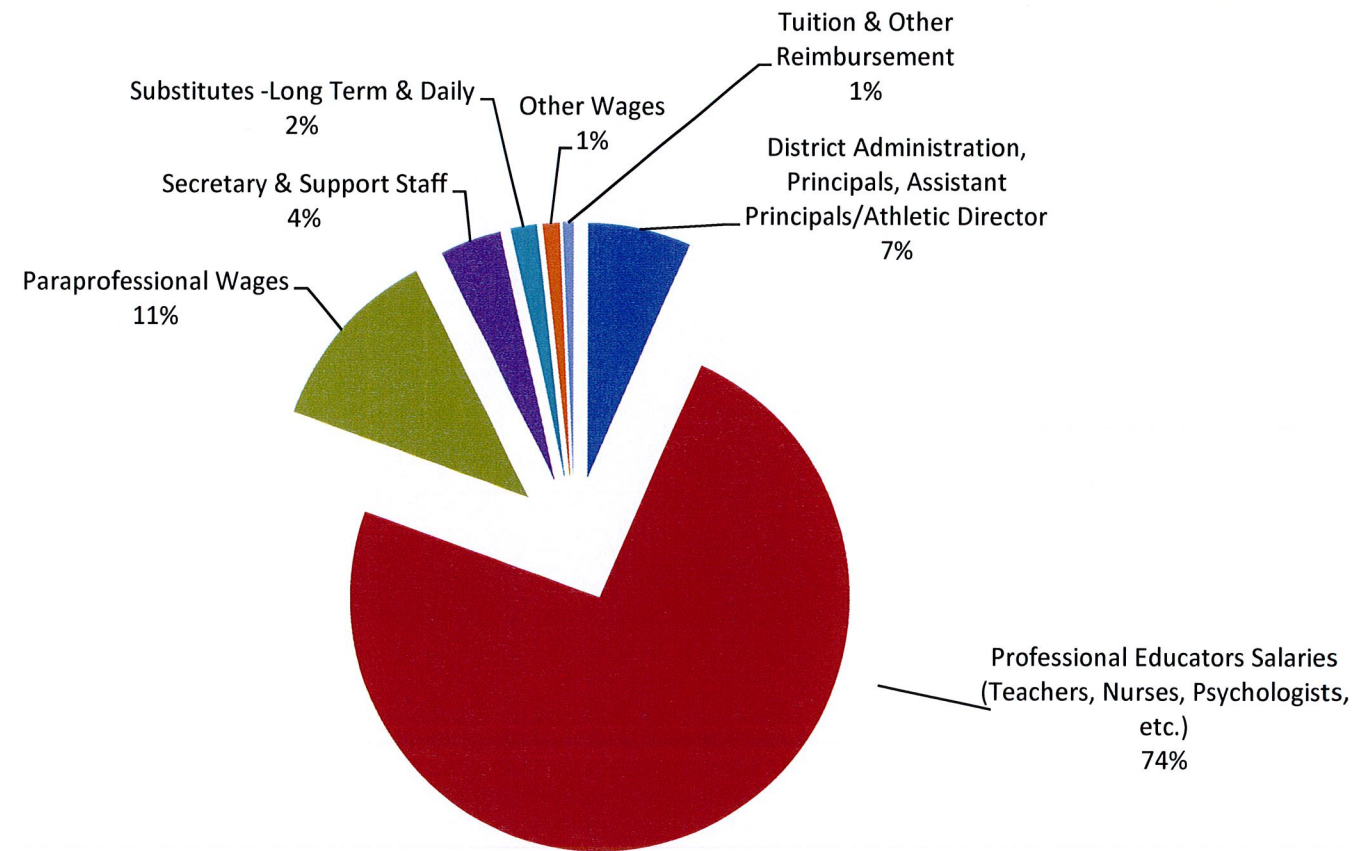
Note: FTE = Full Time Equivalent position

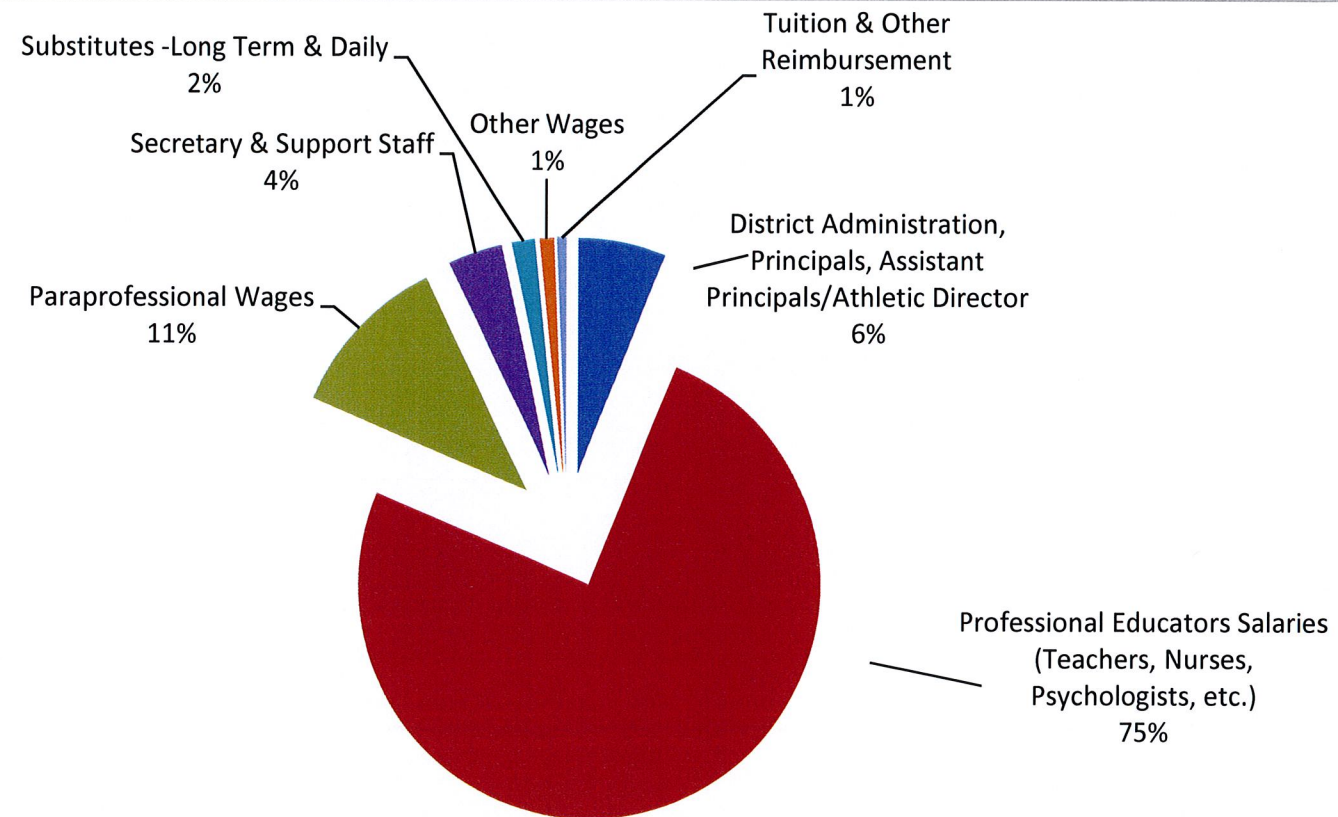
Fiscal Year(s)	Personnel or Program Reduction
FY04	Eliminated Assistant Director of Special Education, K-12
FY04	Eliminated late buses (high school & middle school)
FY04, FY05, FY10	Eliminated foreign language in grades 3, 4, & 5 (4.7 FTE)
FY06	Eliminated "permanent" building substitutes
FY06	Cut middle school video technology position (1.0 FTE)
FY07	Cut elementary media specialists (4.0 FTE; 1.0 FTE remained to oversee 5 schools; 5.0 paraprofessionals used to staff media centers)
FY07	Eliminated elementary technology specialists (3.5 FTE)
FY07	Eliminated elementary curriculum specialists; shifted to instructional coach model (reduction of 3.0 FTE)
FY07	Cut elementary reading specialists (4.5 FTE; 1.0 FTE remained to oversee 5 schools; 5.0 paraprofessionals added as reading tutors)
FY07	Free, in-school music lessons eliminated; moved to fee-based after school program
FY09, FY10	Reduced bus fleet by 5 vehicles through routing efficiencies
FY10	Cut secretaries at Central Office, SHS, OMS, SMS (4.0 FTE)
FY10	Eliminated Jobs for Bay State Grads. voc. program – SHS (0.5 FTE)
FY10	Eliminated Auto Shop program at SHS (1.0 FTE)
FY10	Cut drama teacher from Sherwood MS (0.6 FTE)
FY10	Cut aides through special education efficiencies (7.0 FTE)
FY11	Eliminated Elementary Curriculum Coordinator (1.0 FTE)
FY11	Cut core academic team teachers at Sherwood MS (2.0 FTE)
FY11	Cut core academic team teachers at Oak MS (2.0 FTE)
FY11	Cut English teacher at SHS (1.0 FTE)
FY11	Cut Social Sciences teacher at SHS (1.0 FTE)
FY11	Cut Health and Phys Ed teachers at middle/elementary (1.9 FTE)
FY13	Cut classroom teachers at all elementary schools (4.0 FTE net loss)*
FY13	Beal Early Childhood Center principal on hiatus (1.0 FTE)
FY13	Cut core academic team teachers at Sherwood MS (2.0 FTE)
FY13	Cut core academic team teachers at Oak MS (4.0 FTE)
FY13	Cut middle school curriculum coordinators - math & soc. st. (2.0 FTE)
FY13	Cut English teacher at SHS (1.0 FTE)
FY13	Cut mathematics teacher at SHS (1.0 FTE)
FY13	Cut foreign language teacher at SHS (0.4 FTE)
FY13	Cut social sciences teacher at SHS (1.0 FTE)
FY13	Cut visual arts teacher at SHS (1.0 FTE)
FY13	Cut science teacher at SHS (0.6 FTE)
FY13	Foreign Language Director Grades 6-12 on hiatus (0.8 FTE)
FY13	Cut paraprofessional positions or equivalent hours (12.0 FTE)

*5.5 FTE elementary positions also shifted to grant/tuition funding in FY13









Shrewsbury Public Schools - Teacher Salary History

Year	Step Increase for Experience	Cost of Living Adjustment (COLA)
2006/07	Step Freeze	2.0%
2007/08	Regular Step	2.5%
2008/09	Regular Step	3.5%
2009/10	Mid-Year Step	0.0%* (2.0% top step increase at mid-year)
2010/11	Mid-Year Step	0.0%** (\$500 top step)
2011/12	Regular Step	1.0%
2012/13	Regular Step	2.5% + 0.5% mid-year + 0.25% on last day of school year, effective following year
2013/14	Regular Step	0.0***
2014/15	Regular Step	1.75%
2015/16	Regular Step	1.5% + 0.5% mid-year

*2009/10: For FY10, School Teachers received a 1 year contract with steps mid-year and 0% cost of living adjustment (COLA) increase, except the top step was increased by 2% (mid-year). Note: When increases for a COLA or step adjustment occur mid-year, the employee receives only 50% of the compensation they otherwise would have received if the increase went into effect at the start of the year.

** 2010/11: For FY11 School Teachers received 0% COLA, and steps mid-year; top step teachers' salary increased by \$500 and top step teachers received a one-time payment of \$386.

*** 2013/14: 0.25% Cost of Living Adjustment from previous contract took effect. Attainment of maximum step deferred for one additional year, with the addition of a Step 13 representing an increase of \$1,000 in FY14 from the previous maximum Step 12 (average of 1.0% increase for teachers who were already at maximum). Step 11 increased by \$2,000 in FY14, but in FY15 Step 12 is reduced by \$3,000. Net effect of adjustment is an even distribution of steps 11, 12, and 13 with a deferral of maximum step until year 13 of a teacher's career.

Generally, under the terms of contracts, all teachers may receive a cost of living adjustment (COLA), while those in the first 13 years of their career receive an adjustment based on experience (step increase). Teachers who attain a higher level of education based on graduate coursework may also receive an adjustment. The current salary structure includes thirteen step and seven educational levels, a structure that is used by almost all districts in the state and among area school departments with whom Shrewsbury competes for teaching candidates.



Shrewsbury Public Schools

Barbara A. Malone
Director of Human Resources

Updated May 15, 2014

Teacher Compensation

Adequate compensation is crucial for recruitment and retention of qualified employees in any industry. The ability to recruit and retain quality educators is one of the most important factors in the success of a school system, and the main reason, along with fairness to employees, for maintaining competitive compensation. Teacher compensation is the largest portion of the School Department budget and therefore, for purposes of transparency, the general public should be provided with teacher compensation comparative data. Our analysis of teacher compensation has resulted in two key points:

1. Our teacher salaries are comparable to those in other similar school districts
2. Our teachers, who routinely cope with large class sizes and resource constraints, have agreed to a 0% cost of living adjustment for this year*, and very modest adjustments in years two and three of the newly ratified contract

Our teacher salaries are comparable to those in other similar school districts...

There are two ways for us to compare teacher salary information in a meaningful way. One way is to compare our salaries to those salaries of the school departments in our surrounding geographic area. We refer to this group as The Assabet Valley Collaborative ("AVC"). The second way is to compare our teacher salaries to those of the school departments that are designated by the Massachusetts Departments of Elementary and Secondary Education as "DART" (District Analysis and Review Tools) districts. These are districts that the state deems comparable to us in terms of demographics such as income, ethnicity, and other similar points of comparison. Comparisons to both the AVC districts and a representative group of DART districts are illustrated in the charts below.

All districts in Massachusetts, and almost all districts nationally, utilize a step system, based on experience, to move teachers from an entry-level salary to the maximum earning step for their work. In other words, in all of our comparison districts it takes more than a decade for a teacher to reach the maximum salary step and extends the amount of time a teacher must take to reach maximum for their position. Salary is also compared across "lanes", which reflect the educational attainment of a teacher who may hold a Bachelor's degree at the beginning of her career, will hold a Master's degree by the time she attains professional level licensure through the state, and may have accumulated additional credits of graduate work later in her career. Some individuals are hired into the district at Step 1 having already attained their Master's Degree.

As mentioned recently in the press release announcing the School Committee contract settlement with the Shrewsbury Education Association, in order to more equally distribute step increases based on experience, the number of years required to reach maximum salary

is being increased from 12 to 13. Teachers already at the maximum experience level before this year will move to the new maximum step, which represents an average salary increase of just over one percent for this year (\$1000).

*In other words our teachers are now deferring the attainment of maximum step for one additional year, with an increase of \$1000 in FY14 from the previous maximum step 12. Also, teachers who are currently on Step 11 will receive an additional \$2000 this year, and next year when they advance to Step 12, the Step 12 salary rate will be reduced by \$3000 from the current level. The net effect of this movement is an even distribution of steps with a deferral of maximum step until year 13 of a teacher's career.

(The new salary tables are depicted in Tables A-D at the end of this report.)

Virtually every public school district in Massachusetts has a salary grid that assigns salary levels based on years of experience (steps) and educational attainment (lanes). For purposes of comparison the information below shows Shrewsbury to AVC districts and selected DART districts at three key salary points: Bachelor level starting salary, Master level starting salary, and maximum salary.

1. The first comparison, depicted below, shows Shrewsbury's rate of pay for Bachelor level educators in their first year of employment, as compared to AVC districts for this school year. Of these districts Shrewsbury teacher salaries rank at #8 out of 16 districts, at \$43,224, which is slightly above the average salary of \$42,969 and the median salary of \$43,165.

School District (AVC)	Bachelor's Beginner Salary
1. Berlin	\$45,328
2. Nashoba	\$45,171
3. Marlborough	\$44,378
4. Tahanto	\$44,238
5. Millbury	\$44,189
6. Hudson	\$43,819
7. Assabet Valley Collaborative	\$43,496
8. Shrewsbury	\$43,224
9. Algonquin	\$43,105
10. Westborough	\$43,101
11. Southborough	\$43,084
12. Northborough	\$42,874
13. Assabet Valley Technical High School	\$41,981
14. Boylston	\$41,203
15. Grafton	\$40,177
16. Maynard	\$38,225

Also depicted below is a chart that shows Shrewsbury's rate of pay for first year Bachelor level educators, as compared to a selection of DART districts with similar numbers of students educated (4000 or more students). Of these districts Shrewsbury teacher salaries rank at #3 out of 7 districts, at \$43,224, which is slightly above the average of \$42,389 and the median of \$43,019.

School District (DART)	Bachelor Beginner's Salary
1. Natick	\$43,863
2. Arlington	\$43,701
3. Shrewsbury	\$43,224
4. Walpole	\$43,019
5. Bridgewater-Raynham	\$41,987
6. Chelmsford	\$41,647
7. North Andover	\$39,282

2. The second comparison, depicted below, shows Shrewsbury's rate for Master level beginner educators, as compared to AVC districts. Of these districts Shrewsbury teacher salaries rank at #5 out of 16 districts at \$47,937, which is a bit above the average of \$46,692 and the median of \$46,651, but still well within a typical salary for our peer group. (At the top step at this salary level Shrewsbury ranks as #6 out of 16 districts).

School District (AVC)	Master Beginner Salary
1. Marlborough	\$49,051
2. Nashoba	\$48,866
3. Westborough	\$48,523
4. Hudson	\$47,995
5. Shrewsbury	\$47,937
6. Berlin	\$47,664
7. Assabet Valley Collaborative	\$47,140
8. Algonquin	\$46,663
9. Southborough	\$46,639
10. Tahanto	\$46,501
11. Millbury	\$46,468
12. Northborough	\$46,413
13. Assabet Valley Technical High School	\$45,404
14. Maynard	\$45,364
15. Boylston	\$43,832
16. Grafton	\$42,605

And also depicted below is a chart that shows Shrewsbury's rate of pay for Master level beginner educators, as compared to DART districts. Of these districts Shrewsbury teacher salaries rank at #3 out of 7 districts, at \$47,937, a bit above the average salary of \$46,856 and the median salary of \$46,672, but also within the typical range of our peer districts.

School District (DART)	Master Beginner Salary
1. Natick	\$48,248
2. Bridgewater-Raynham	\$48,127
3. Shrewsbury	\$47,937
4. Arlington	\$46,672
5. Walpole	\$46,529
6. Chelmsford	\$46,192
7. North Andover	\$44,285

3. The third comparison, depicted below, shows Shrewsbury's rate of pay for educators at the highest educational attainment recognized in a particular town (in Shrewsbury, it is "Master's +60", which means the educator has completed 60 graduate level credits beyond the Master's degree level). The chart below compares Shrewsbury to the AVC districts. Of the AVC districts Shrewsbury teachers rank at #4 out of 16 districts, at \$87,190, above the average of \$84,598 and the median of \$85,698. Please note that we are most similar in maximum salary to our near neighbors of Northborough, Southborough, and Westborough.

School District (AVC)	Highest Maximum Salary
1. Algonquin	\$92,904
2. Southborough	\$92,765
3. Northborough	\$92,454
4. Shrewsbury	\$87,190
5. Westborough	\$87,081
6. Nashoba	\$86,357
7. Berlin	\$86,224
8. Marlborough	\$85,894
9. Maynard	\$85,501
10. Hudson	\$82,169
11. Assabet Valley Technical High School	\$81,293
12. Tahanto	\$79,524
13. Assabet Valley Collaborative	\$79,393
14. Boylston	\$78,354
15. Grafton	\$77,933
16. Millbury	\$77,900

And also depicted below is a chart that shows Shrewsbury's rate of pay at the highest maximum salary compared to DART districts. Of these districts Shrewsbury teacher salaries rank #4 out of 7 districts, at \$87,190, the middle spot.

School District (DART)	Highest Maximum Step Salary
1. Bridgewater-Raynham	\$92,513
2. Natick	\$91,249
3. Walpole	\$89,766
4. Shrewsbury	\$87,190
5. North Andover	\$83,610
6. Arlington	\$79,350
7. Chelmsford	\$78,250

Our teachers, who routinely cope with large class sizes and resource constraints, have agreed to a 0% cost of living adjustment for this year*, and very modest adjustments in years two and three of the newly ratified contract...

The Shrewsbury Education Association and the Shrewsbury School Committee have agreed to the following cost of living adjustments: 0% for this school year*, 1.75% for next school year, and 1.5%/0.5% for the 2015/2016 school year (1.5% COLA increase for the first half of the year and an additional 0.5% COLA increase for the second half of the year). In the comparison below Shrewsbury's cost of living adjustment was last out of all districts.

School District (AVC)	2013/2014 COLA
1. Maynard	2.65%
2. Assabet Valley Technical High School	2.25%
3. Marlborough	2.00%
4. Algonquin	1.55%
5. Assabet Valley Collaborative	1.50%
6. Northboro	1.50%
7. Southboro	1.50%
8. Nashoba	1.50%
9. Westborough	1.50%
10. Grafton	1.00%/2.00%
11. Tahanto	1.25%
12. Boylston	1.00%/1.25%
13. Hudson	1.00%
14. Millbury	1.00%
15. Berlin	Under negotiation
16. Shrewsbury	0% (*see step adjustment information)

Of the four districts that have a settled contract for next year (School Year 2014/2015) with their teacher association, Shrewsbury's agreement is at the lowest cost of living adjustment.

School District	2014/2015 COLA
1. Assabet Valley Technical High School	2.25%
2. Hudson	2.00%
3. Marlborough	2.00%
4. Shrewsbury	1.75%

Conclusion

Our teacher salaries are comparable to those in other similar school districts. While our salaries are competitive they are neither the highest nor the lowest compared to AVC or DART districts...we are somewhere in the middle in all comparisons. Additionally, our teachers, who routinely cope with large class sizes and resource constraints, have agreed to 0% COLA for this year* and modest adjustments for years two and three. We have also made adjustments to the top three steps, which result in a deferral of maximum step for an additional year. Adequate compensation is crucial for the recruitment and retention of quality educators, who are one of the most important factors in the success of our school system.

Please see Tables A-D below for Salary Tables:
(Table A includes step adjustments to Step 11 and new Step 13)

Table A: 2013-2014 School Year 0% COLA

Step	B	B-15	M	M-15	M-30	M-45	M-60
1	\$ 43,224	\$ 45,239	\$ 47,937	\$ 49,724	\$ 51,675	\$ 53,462	\$ 55,412
2	\$ 44,686	\$ 46,555	\$ 49,561	\$ 51,350	\$ 53,299	\$ 55,088	\$ 57,036
3	\$ 46,149	\$ 48,099	\$ 50,538	\$ 52,813	\$ 54,762	\$ 56,712	\$ 58,336
4	\$ 47,612	\$ 49,561	\$ 52,162	\$ 54,274	\$ 56,226	\$ 58,012	\$ 59,637
5	\$ 49,075	\$ 51,023	\$ 53,623	\$ 55,575	\$ 57,524	\$ 59,475	\$ 61,099
6	\$ 51,187	\$ 53,299	\$ 55,900	\$ 57,849	\$ 59,798	\$ 61,588	\$ 63,373
7	\$ 54,924	\$ 56,548	\$ 59,312	\$ 60,840	\$ 63,212	\$ 65,162	\$ 66,786
8	\$ 57,036	\$ 58,825	\$ 61,262	\$ 63,700	\$ 65,649	\$ 67,273	\$ 69,062
9	\$ 59,149	\$ 60,936	\$ 63,861	\$ 65,812	\$ 67,762	\$ 69,550	\$ 71,174
10	\$ 63,050	\$ 64,674	\$ 68,086	\$ 69,711	\$ 71,499	\$ 72,800	\$ 74,749
11	\$ 65,162	\$ 66,949	\$ 69,874	\$ 71,662	\$ 73,775	\$ 75,562	\$ 77,675
12	\$ 73,426	\$ 75,416	\$ 77,888	\$ 80,388	\$ 83,206	\$ 84,201	\$ 86,190
13	\$ 74,426	\$ 76,416	\$ 78,888	\$ 81,388	\$ 84,206	\$ 85,201	\$ 87,190

(Table B includes additional step adjustment to Step 12)

Table B: 2014-2015 School Year 1.75% COLA.

Step	B	B-15	M	M-15	M-30	M-45	M-60
1	\$ 43,980	\$ 46,031	\$ 48,776	\$ 50,594	\$ 52,579	\$ 54,398	\$ 56,382
2	\$ 45,468	\$ 47,370	\$ 50,428	\$ 52,249	\$ 54,232	\$ 56,052	\$ 58,034
3	\$ 46,957	\$ 48,941	\$ 51,422	\$ 53,737	\$ 55,720	\$ 57,704	\$ 59,357
4	\$ 48,445	\$ 50,428	\$ 53,075	\$ 55,224	\$ 57,210	\$ 59,027	\$ 60,681
5	\$ 49,934	\$ 51,916	\$ 54,561	\$ 56,548	\$ 58,531	\$ 60,516	\$ 62,168
6	\$ 52,083	\$ 54,232	\$ 56,878	\$ 58,861	\$ 60,844	\$ 62,666	\$ 64,482
7	\$ 55,885	\$ 57,538	\$ 60,350	\$ 61,905	\$ 64,318	\$ 66,302	\$ 67,955
8	\$ 58,034	\$ 59,854	\$ 62,334	\$ 64,815	\$ 66,798	\$ 68,450	\$ 70,271
9	\$ 60,184	\$ 62,002	\$ 64,979	\$ 66,964	\$ 68,948	\$ 70,767	\$ 72,420
10	\$ 64,153	\$ 65,806	\$ 69,278	\$ 70,931	\$ 72,750	\$ 74,074	\$ 76,057
11	\$ 66,302	\$ 68,121	\$ 71,097	\$ 72,916	\$ 75,066	\$ 76,884	\$ 79,034
12	\$ 71,658	\$ 73,683	\$ 76,199	\$ 78,742	\$ 81,610	\$ 82,622	\$ 84,646
13	\$ 75,728	\$ 77,753	\$ 80,269	\$ 82,812	\$ 85,680	\$ 86,692	\$ 88,716

Table C: 2015-2016 School Year 1.5% COLA for the first half of the year

Step	B	B-15	M	M-15	M-30	M-45	M-60
1	\$ 44,640	\$ 46,721	\$ 49,508	\$ 51,353	\$ 53,368	\$ 55,214	\$ 57,227
2	\$ 46,150	\$ 48,080	\$ 51,185	\$ 53,032	\$ 55,045	\$ 56,893	\$ 58,905
3	\$ 47,661	\$ 49,675	\$ 52,194	\$ 54,543	\$ 56,556	\$ 58,570	\$ 60,247
4	\$ 49,172	\$ 51,185	\$ 53,871	\$ 56,052	\$ 58,068	\$ 59,913	\$ 61,591
5	\$ 50,683	\$ 52,695	\$ 55,380	\$ 57,396	\$ 59,409	\$ 61,424	\$ 63,101
6	\$ 52,864	\$ 55,045	\$ 57,731	\$ 59,744	\$ 61,757	\$ 63,606	\$ 65,449
7	\$ 56,723	\$ 58,401	\$ 61,255	\$ 62,833	\$ 65,283	\$ 67,297	\$ 68,974
8	\$ 58,905	\$ 60,752	\$ 63,269	\$ 65,787	\$ 67,800	\$ 69,477	\$ 71,325
9	\$ 61,087	\$ 62,932	\$ 65,953	\$ 67,968	\$ 69,982	\$ 71,829	\$ 73,506
10	\$ 65,116	\$ 66,793	\$ 70,317	\$ 71,995	\$ 73,841	\$ 75,185	\$ 77,198
11	\$ 67,297	\$ 69,142	\$ 72,163	\$ 74,010	\$ 76,192	\$ 78,038	\$ 80,220
12	\$ 72,733	\$ 74,789	\$ 77,342	\$ 79,923	\$ 82,834	\$ 83,861	\$ 85,916
13	\$ 76,864	\$ 78,920	\$ 81,473	\$ 84,054	\$ 86,965	\$ 87,992	\$ 90,047

Table D: 2015-2016 School Year 0.5% COLA for the second half of the year

Step	B	B-15	M	M-15	M-30	M-45	M-60
1	\$ 44,863	\$ 46,955	\$ 49,755	\$ 51,610	\$ 53,635	\$ 55,490	\$ 57,514
2	\$ 46,381	\$ 48,321	\$ 51,441	\$ 53,298	\$ 55,320	\$ 57,177	\$ 59,199
3	\$ 47,899	\$ 49,923	\$ 52,455	\$ 54,816	\$ 56,839	\$ 58,863	\$ 60,548
4	\$ 49,418	\$ 51,441	\$ 54,140	\$ 56,332	\$ 58,358	\$ 60,212	\$ 61,899
5	\$ 50,936	\$ 52,958	\$ 55,657	\$ 57,683	\$ 59,706	\$ 61,731	\$ 63,416
6	\$ 53,128	\$ 55,320	\$ 58,020	\$ 60,043	\$ 62,066	\$ 63,924	\$ 65,777
7	\$ 57,007	\$ 58,693	\$ 61,561	\$ 63,147	\$ 65,609	\$ 67,633	\$ 69,319
8	\$ 59,199	\$ 61,056	\$ 63,585	\$ 66,116	\$ 68,139	\$ 69,824	\$ 71,681
9	\$ 61,392	\$ 63,247	\$ 66,283	\$ 68,308	\$ 70,332	\$ 72,188	\$ 73,873
10	\$ 65,441	\$ 67,127	\$ 70,668	\$ 72,355	\$ 74,211	\$ 75,561	\$ 77,584
11	\$ 67,633	\$ 69,488	\$ 72,524	\$ 74,380	\$ 76,573	\$ 78,428	\$ 80,621
12	\$ 73,097	\$ 75,162	\$ 77,728	\$ 80,323	\$ 83,248	\$ 84,281	\$ 86,345
13	\$ 77,249	\$ 79,314	\$ 81,880	\$ 84,475	\$ 87,400	\$ 88,432	\$ 90,497

Please see Table E below for the number of teachers in Shrewsbury Public Schools at each step and in each lane:

Table E

School Year 2013-2014 Number of Teachers at each step and lane									
Step	B	B+15	M	M+15	M+30	M+45	M+60	Total	%
1	6.9	0	7	0	0	0	0	13.9	3.3%
2	3	0	3.5	2	0	0	0	8.5	2.0%
3	5	1	2	1	0	0	0	9	2.1%
4	0	1	3.7	1	0.8	0	0	6.5	1.5%
5	3	2	8	1.6	0	0	0	14.6	3.4%
6	2	1.4	3	2	0	2	0	10.4	2.4%
7	1	2	11	8	1	2	0.8	25.8	6.1%
8	1.5	2	14.4	13.6	9	7	6	53.5	12.6%
9	1	2	7	2	4	2	2	20	4.7%
10	0	0	5	6	4	1	1	17	4.0%
11	2	1	8.6	4.8	3	3	2	24.4	5.7%
12	0	0	2	4	4	3.5	0	13.5	3.2%
13	16	5	32.9	43.4	27.5	20.8	62	207.6	48.9%
Total	41.4	17.4	108.1	89.4	53.3	41.3	73.8	424.7	100.0%
%	9.7%	4.1%	25.5%	21.1%	12.6%	9.7%	17.4%	100.0%	

Please see Table F below for our average teacher salaries as reported by the Department of Elementary and Secondary Education (based on only classroom teachers), and our average teacher salaries based on all members of the Shrewsbury Education Association (Unit A). It is important to note that DESE's statistic is based on a snapshot of classroom teachers at a particular point in time, while our Unit A average salary information is more inclusive of all positions in the Shrewsbury Education Association, which includes nurses, guidance counselors, and instructional coaches, and many other roles.

As a point of comparison at the state level (DESE) average teacher's salary is \$70,962 for Fiscal Year 2012 (based on total number of teachers in the state and total funds spent on teacher salaries in the state), while in the same year, the average of all Massachusetts districts' average teacher salaries was \$68,848. The DESE reports that the average for all teachers in the state for Fiscal Year 2013 is \$72,176. The DESE reported the average teacher salary for Shrewsbury in FY12 was \$71,957 and in FY13 was \$74,298, which only include classroom teaching positions. When all members of the Shrewsbury Education Association are included, the average Shrewsbury educator salary was \$69,063 for FY12 and \$71,980 for FY13 (almost at the average). The state median for teacher salary for Fiscal Year 2012 was \$69,068, while the Shrewsbury median salary for the same year was \$65,924 (we were below the median). In Shrewsbury the FY2013 median was \$66,950 and the FY2014 median is \$67,812. See Table F below for more details.

Table F: Average Salary for Shrewsbury Educators

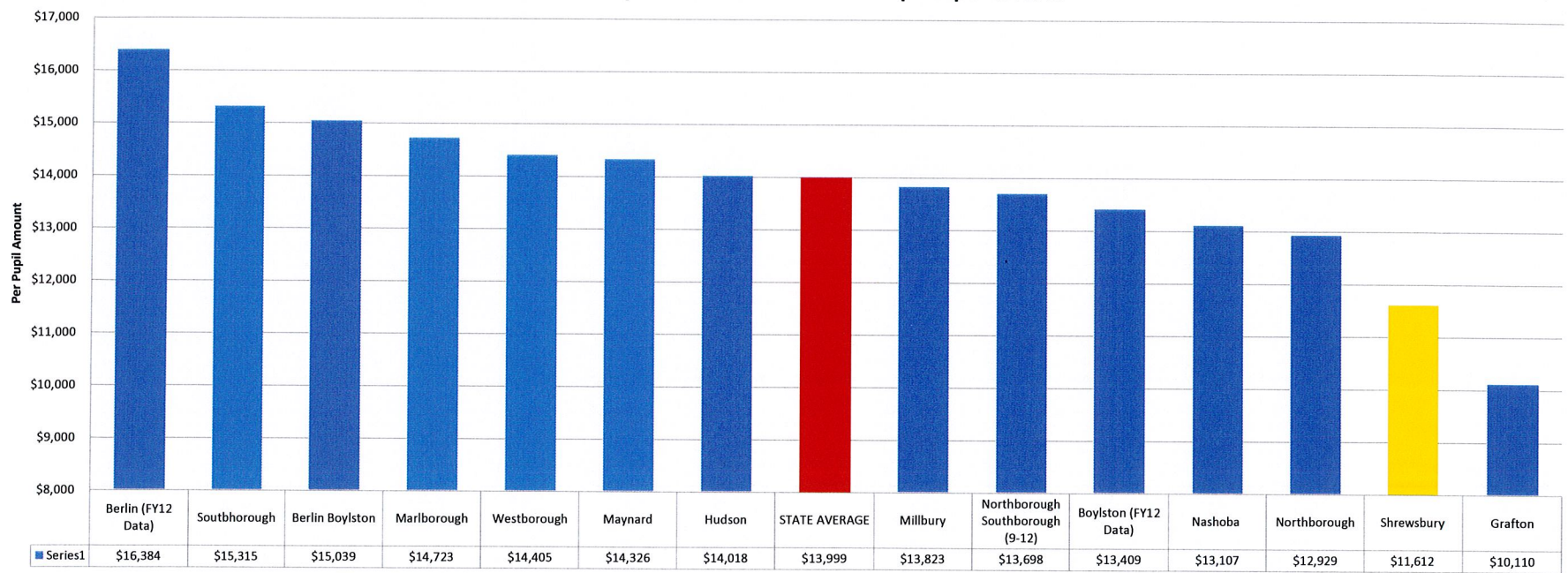
DESE REPORTED*			ACTUAL***		
Fiscal Year	DESE FTE	Average Salary	Fiscal Year	Actual FTE	Average Salary
2010	369.2	\$66,886	2010	444.2	\$62,862
2011	351.9	\$72,532	2011	442.3	\$65,875
2012	378.0	\$71,957	2012	434.4	\$69,063
2013	360.0	\$74,298**	2013	419.0	\$71,980
2014	unavailable	unavailable	2014	422.5	\$71,923

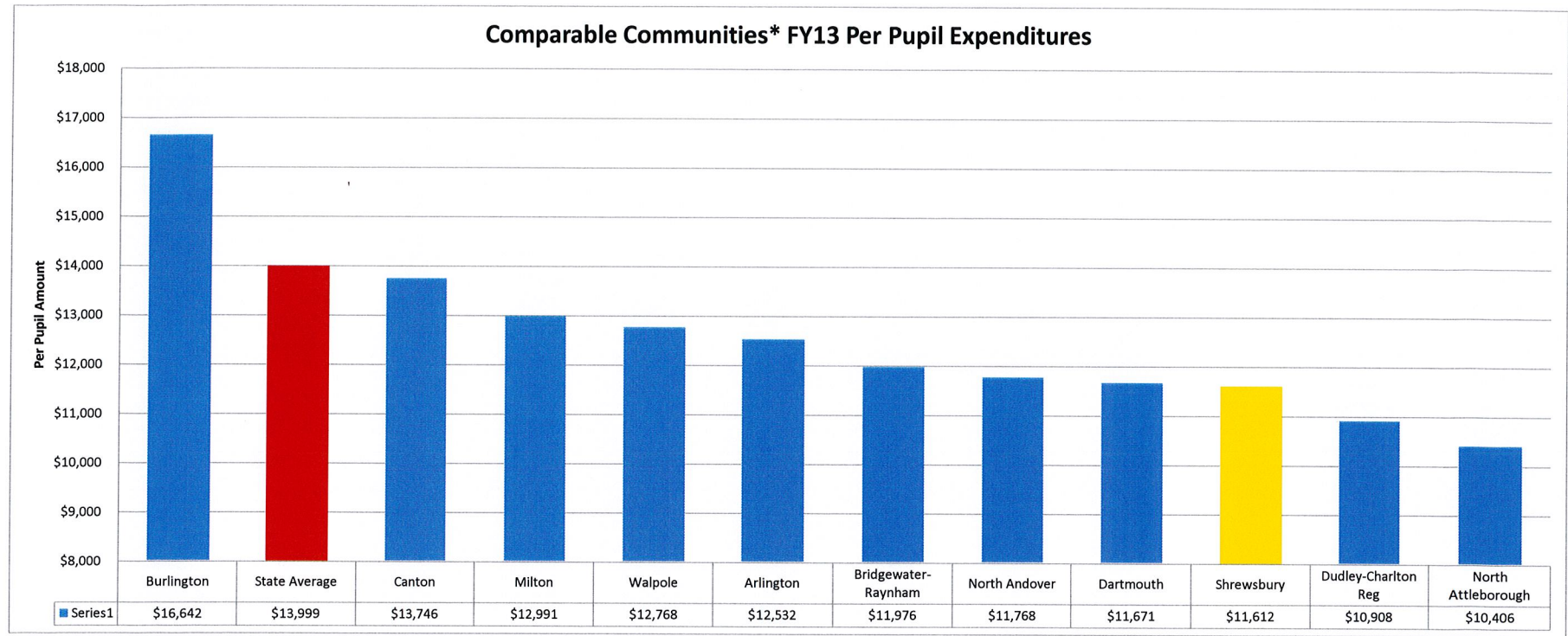
*DESE reports teaching roles only

**Note that while *average* salary increased in FY 2013, the total funds spent by the district on teachers' salaries *decreased* by \$452,297, from \$27,199,684 to \$26,747,387. The average is sensitive to the overall level of experience of the teachers included in the statistic each year.

***Includes all Shrewsbury Education Association (Unit A) licensed educators including guidance counselors, library/media specialists, psychologists, school nurses, etc. who are paid according to the collective bargaining agreement with between the School Committee and the SEA.

Assabet Valley Collaborative FY13 Per Pupil Expenditures





* The Department of Elementary and Secondary Education provides data for comparable districts by size and demographic characteristics, called the District Analysis Review and Assistance Tools (DART)

Massachusetts Department of Elementary and Secondary Education
Total Expenditure Per Pupil, All Funds, By Function, FY12

SHREWSBURY

All districts reporting

In-District FTE Average Membership = 5,892.3

Out-of-District FTE Average Membership = 365.1

Total FTE Average Membership = 6,257.4

	general fund appropriations	grants, revolving and other funds	total expenditures all funds	function as percentage of total	expend- iture per pupil	state average per pupil
Administration	1,764,925	50,560	1,815,485	2.56	308.11	470.89
Instructional Leadership	3,267,487	164,473	3,431,960	4.85	582.45	854.81
Classroom and Specialist Teachers	25,271,040	1,779,741	27,050,781	38.20	4,590.87	5,124.55
Other Teaching Services	3,936,260	1,877,957	5,814,217	8.21	986.75	1,026.91
Professional Development	339,711	189,229	528,940	0.75	89.77	231.51
Instructional Materials, Equipment and Technology	335,880	344,048	679,928	0.96	115.39	376.75
Guidance, Counseling and Testing	1,766,193	9,996	1,776,189	2.51	301.44	386.87
Pupil Services	3,162,621	4,042,335	7,204,956	10.17	1,222.77	1,249.18
Operations and Maintenance	3,851,393	148,118	3,999,511	5.65	678.77	1,035.04
Insurance, Retirement Programs and Other	7,942,495	326,393	8,268,888	11.68	1,403.34	2,364.17
Expenditures Within The District	51,638,005	8,932,850	60,570,855		10,280	13,121
Expenditures Outside the District	7,222,995	3,026,443	10,249,438	14.47	28,072.96	21,549.19
TOTAL EXPENDITURES	58,861,000	11,959,293	70,820,293	100.00	11,317.85	13,635.97
percentage of overall spending from the general fund	83.1%					

Massachusetts Department of Elementary and Secondary Education
Total Expenditure Per Pupil, All Funds, By Function, FY13

SHREWSBURY

319 of 324 districts reporting

In-District FTE Average Membership = 5,884.2

Out-of-District FTE Average Membership = 363.8

Total FTE Average Membership = 6,248.0

	general fund appropriations	grants, revolving and other funds	total expenditures all funds	function as percentage of total	expend- iture per pupil	state average per pupil
Administration	1,775,333	59,334	1,834,667	2.53	311.80	482.10
Instructional Leadership	3,582,720	234,644	3,817,364	5.26	648.75	878.51
Classroom and Specialist Teachers	24,849,220	1,708,182	26,557,402	36.60	4,513.34	5,287.36
Other Teaching Services	5,585,394	1,326,079	6,911,473	9.53	1,174.58	1,084.86
Professional Development	576,176	182,589	758,765	1.05	128.95	224.88
Instructional Materials, Equipment and Technology	795,219	1,133,722	1,928,941	2.66	327.82	410.28
Guidance, Counseling and Testing	1,719,473	11,066	1,730,539	2.39	294.10	402.53
Pupil Services	3,352,811	2,625,405	5,978,216	8.24	1,015.98	1,296.64
Operations and Maintenance	4,153,395	261,414	4,414,809	6.08	750.28	1,061.04
Insurance, Retirement Programs and Other	7,493,912	488,172	7,982,084	11.00	1,356.53	2,360.06
Expenditures Within The District	53,883,653	8,030,607	61,914,260		10,522	13,488
Expenditures Outside the District	8,183,275	2,457,246	10,640,521	14.67	29,248.27	21,378.71
TOTAL EXPENDITURES	62,066,928	10,487,853	72,554,781	100.00	11,612.48	13,999.20
percentage of overall spending from the general fund	85.5%					

**Massachusetts Department of Elementary and Secondary Education
Direct Special Education Expenditures as a Percentage of School Budget, FY04 to FY13**

SHREWSBURY

	A	B	C	D	E	F	G	H
	-- In-District Instruction--		- Out-of-District Tuition -		Combined	Total	Special	
Fiscal	Teaching	Other	Mass. Public	Mass Private	Special Ed	School	Education	state
Year		Instructional	Schools and	and Out-of-	Expenditures	Operating	Percentage	average
			Collaboratives	State Schools	(A+B+C+D)	Budget	of Budget	percentage
							(E as % of F)	
2004	4,047,224	1,151,063	359,291	1,585,313	7,142,891	39,991,000	17.9	18.6
2005	4,653,632	1,210,379	248,700	2,035,770	8,148,481	44,057,313	18.5	18.9
2006	4,720,496	1,356,240	303,891	2,401,514	8,782,141	45,457,192	19.3	19.1
2007	5,208,100	976,842	348,552	2,836,586	9,370,080	47,100,297	19.9	19.4
2008	6,477,828	1,123,232	518,254	3,477,571	11,596,885	51,696,448	22.4	19.8
2009	7,342,907	1,318,275	619,963	4,194,338	13,475,483	52,583,507	25.6	20.1
2010	6,926,089	1,215,709	599,171	4,237,073	12,978,042	54,747,481	23.7	19.8
2011	6,955,970	1,470,123	611,897	4,831,856	13,869,846	56,326,097	24.6	19.9
2012	7,153,662	1,391,406	612,185	5,273,326	14,430,579	59,374,337	24.3	20.5
2013	7,791,327	1,532,358	564,310	5,723,798	15,611,793	61,864,410	25.2	20.9

Notes and Definitions

Source: End of Year Pupil and Financial Report, Schedule 4 - Special Education Expenditures

Special Education Expenditures

"Direct" special education expenditures include only those that can be related specifically to special education pupils.

"Other instructional" includes supervisory, textbooks and instructional equipment, guidance, and psychological services.

"Mass. Public Schools and Collaboratives" includes other public school districts, collaboratives, and charter schools. Spending from state circuit breaker funds is included. Otherwise, spending from grants, other revolving funds, or other non-appropriated revenue sources (totalling less than 4 percent of total special ed spending statewide) is excluded.

Total School Expenditures

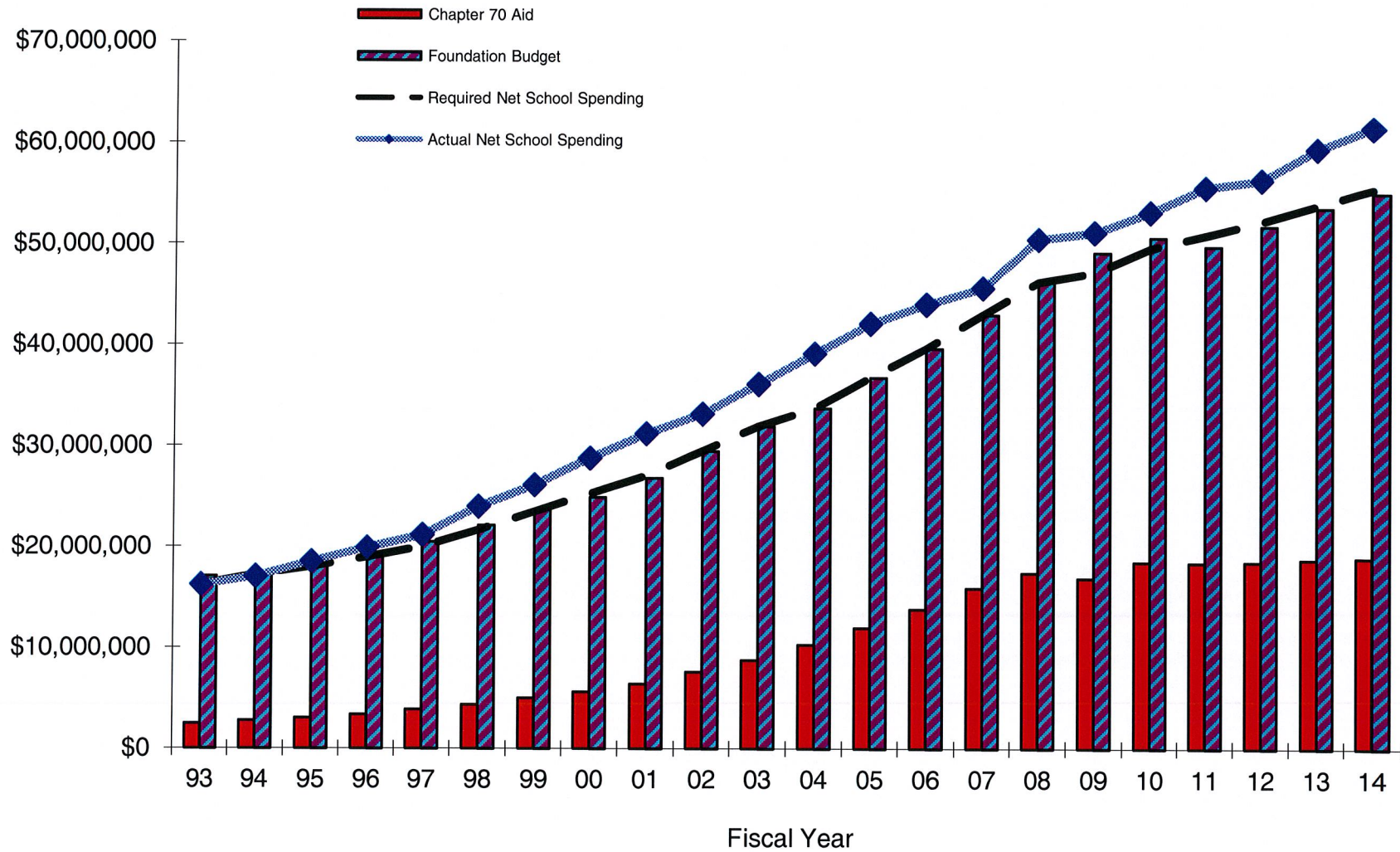
Circuit-breaker revenues are added to the net school spending amount because the circuit-breaker program is included in the special education columns, but not in net school spending.

Operating budget includes municipal indirect spending for schools but excludes capital expenditures and transportation.

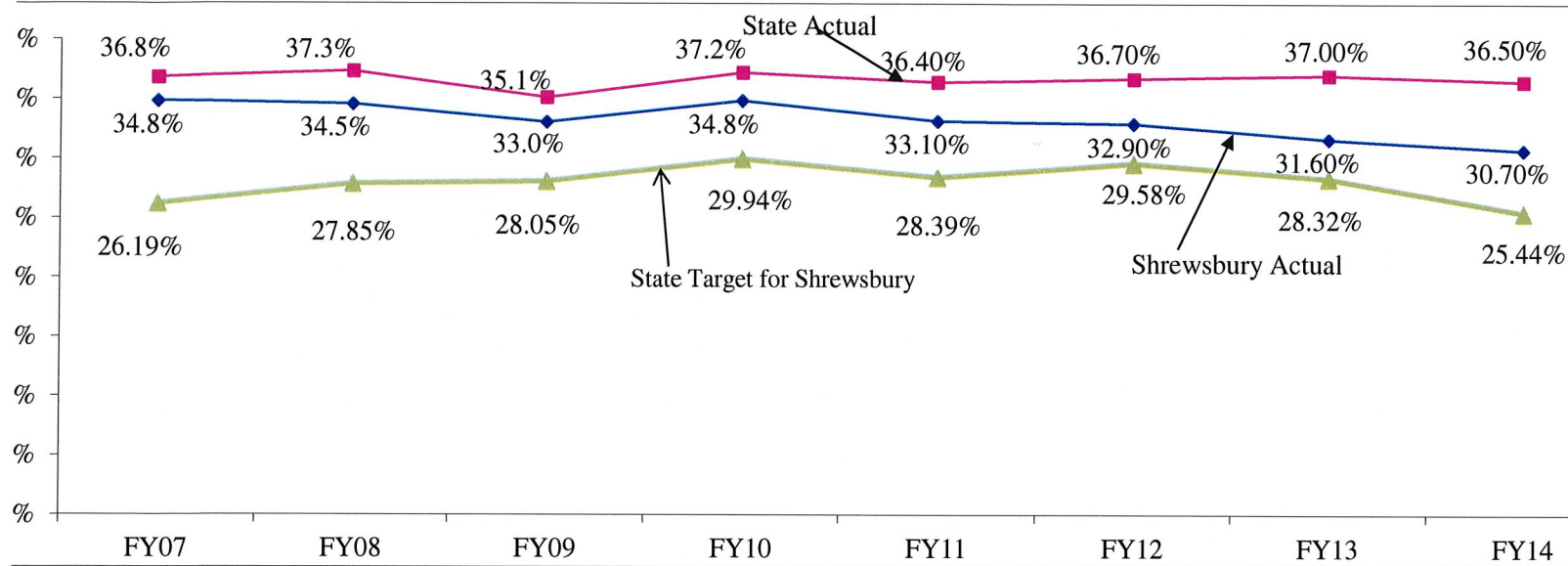
Other than circuitbreaker spending, operating budget does not include expenditures from grants, revolving funds, or other non-appropriated revenue sources.

SHREWSBURY

Chapter 70 Trends, FY93 to FY14



SHREWSBURY PUBLIC SCHOOLS CHAPTER 70 AID AS PERCENT OF NET SCHOOL SPENDING



1. Net School Spending is the sum of all school committee and municipal expenditures that support the public schools with exceptions such as transportation and debt service.
2. While the proportion of Chapter 70 aid as a percent of Net School Spending remained flat on a state level, it increased significantly in Shrewsbury during this period. This chart depicts the important role state aid has played in fueling this community's budget growth.

Fiscal Year	State			Shrewsbury		
	Ch:70 Aid Per Pupil	Net School Spending Per Pupil	Ch:70 Aid as Percent of Net School Spending	Ch:70 Aid Per Pupil	Net School Spending Per Pupil	Ch:70 Aid as Percent of Net School Spending
FY04	\$ 3,228	\$ 8,563	37.7%	\$ 2,006	\$ 7,633	26.3%
FY05	\$ 3,318	\$ 8,952	37.1%	\$ 2,220	\$ 7,823	28.4%
FY06	\$ 3,442	\$ 9,452	36.4%	\$ 2,477	\$ 7,901	31.4%
FY07	\$ 3,685	\$ 10,005	36.8%	\$ 2,787	\$ 8,001	34.8%
FY08	\$ 3,923	\$ 10,508	37.3%	\$ 2,998	\$ 8,685	34.5%
FY09	\$ 3,745	\$ 10,657	35.1%	\$ 2,885	\$ 8,740	33.0%
FY10	\$ 4,112	\$ 11,050	37.2%	\$ 3,157	\$ 9,075	34.8%
FY11	\$ 4,104	\$ 11,277	36.4%	\$ 3,149	\$ 9,505	33.1%
FY12	\$ 4,257	\$ 11,601	36.7%	\$ 3,126	\$ 9,517	32.9%
FY13	\$ 4,462	\$ 12,070	37.0%	\$ 3,166	\$ 10,033	31.6%
FY14	\$ 4,585	\$ 12,577	36.5%	\$ 3,175	\$ 10,337	30.7%

***FY'14 Amounts based on budgeted dollars, not actual expenditures

Massachusetts Department of Elementary and Secondary Education

Chapter 70 Trends

271 SHREWSBURY

	Foundation	Pct	Foundation	Pct	Required	Chapter 70	Pct	Required	Pct	Actual	Pct	Dollars	Percent
	Enrollment	Chg	Budget	Chg	Local Con-tribution	Aid	Chg	Net School Spending (NSS)	Chg	Net School Spending	Chg	Over/Under Requirement	Over/Under
FY05	5,383	5.0	36,777,283	9.0	24,828,582	11,948,701	16.1	36,777,283	9.0	42,111,030	7.6	5,333,747	14.5
FY06	5,571	3.5	39,662,058	7.8	25,861,451	13,800,607	15.5	39,662,058	7.8	44,016,335	4.5	4,354,277	11.0
FY07	5,705	2.4	43,006,922	8.4	27,107,973	15,898,949	15.2	43,006,922	8.4	45,644,331	3.7	2,637,409	6.1
FY08	5,811	1.9	46,216,469	7.5	28,796,799	17,419,670	9.6	46,216,469	7.5	50,466,635	10.6	4,250,166	9.2
FY09	5,852	0.7	49,163,923	6.4	30,297,112	16,882,697	-3.1	47,179,809	2.1	51,146,928	1.3	3,967,119	8.4
FY10	5,857	0.1	50,640,025	3.0	31,084,837	18,489,475	9.5	49,574,312	5.1	53,150,125	3.9	3,575,813	7.2
FY11	5,848	-0.2	49,767,093	-1.7	32,455,678	18,412,775	-0.4	50,868,453	2.6	55,586,903	4.6	4,718,450	9.3
FY12	5,921	1.2	51,780,005	4.0	33,692,240	18,511,623	0.5	52,203,863	2.6	56,347,893	1.4	4,144,030	7.9
FY13	5,921	0.0	53,574,892	3.5	35,083,729	18,748,463	1.3	53,832,192	3.1	59,407,165	5.4	5,574,973	10.4
FY14	5,951	0.5	55,072,809	2.8	36,553,737	18,897,238	0.8	55,450,975	3.0	61,515,117 *	3.5	6,064,142	10.9

	<u>Dollars Per Foundation Enrollment</u>			<u>Percentage of Foundation</u>			<u>Chapter 70</u>
	Foundation	Ch 70	Actual	Ch 70	Required	Actual	Percent of
	Budget	Aid	NSS		NSS	NSS	Actual NSS
FY05	6,832	2,220	7,823	32.5	100.0	114.5	28.4
FY06	7,119	2,477	7,901	34.8	100.0	111.0	31.4
FY07	7,538	2,787	8,001	37.0	100.0	106.1	34.8
FY08	7,953	2,998	8,685	37.7	100.0	109.2	34.5
FY09	8,401	2,885	8,740	34.3	96.0	104.0	33.0
FY10	8,646	3,157	9,075	36.5	97.9	105.0	34.8
FY11	8,510	3,149	9,505	37.0	102.2	111.7	33.1
FY12	8,745	3,126	9,517	35.8	100.8	108.8	32.9
FY13	9,048	3,166	10,033	35.0	100.5	110.9	31.6
FY14	9,254	3,175	10,337	34.3	100.7	111.7	30.7

* Budgeted

To see earlier years back to FY93, unhide rows 10 to 21 and 35 to 46.

Foundation enrollment is reported in October of the prior fiscal year (e.g. FY14 enrollment = Oct 1, 2012 headcount).

Foundation budget is the state's estimate of the minimum amount needed in each district to provide an adequate educational program.

Required Net School Spending is the annual minimum that must be spent on schools, including carryovers from prior years.

Net School Spending includes municipal indirect spending for schools but excludes capital expenditures, transportation, grants and revolving funds.

Federal SFSF grants in FY09, FY10 and FY11, and federal Education Jobs grants in FY11 are not included in these calculations. Net school spending is limited to Chapter 70 aid and appropriated local contributions. However, the SFSF and Education Jobs calculations were directly based upon the Chapter 70 formula and helped districts spend at foundation budget levels.

In FY09, this district received an SFSF grant of	\$1,984,114
In FY10, this district's SFSF grant entitlement was	\$1,065,713
In FY11, the combined SFSF and Educ Jobs entitlement was	\$1,288,613

Massachusetts Department of Elementary and Secondary Education

FY15 Preliminary Chapter 70 Summary

271 SHREWSBURY

Aid Calculation FY15

Prior Year Aid

1 Chapter 70 FY14 18,897,238

Foundation Aid

2 Foundation budget FY15 55,423,622

3 Required district contribution FY15 38,578,814

4 Foundation aid (2 -3) 16,844,808

5 Increase over FY14 (4 - 1) 0

Downpayment Aid

6 Target aid % 23.16%

7 Foundation aid with fully reduced effort 12,836,111

8 Increase over FY14 to reach 35% phas 0

9 Downpayment aid 0

Minimum Aid

10 Minimum \$25 per pupil increase 148,575

Non-Operating District Reduction to Foundation

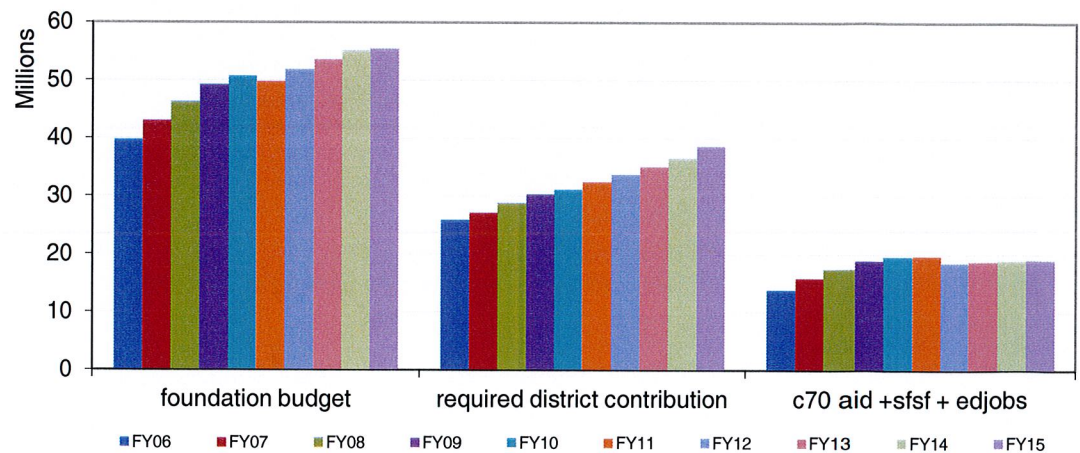
11 Reduction to foundation 0

FY15 Preliminary Chapter 70 Aid

12 sum of line 1, 5, 9 and 10 minus 11 19,045,813

Comparison to FY14

	FY14	FY15	Change	Pct Chg
Enrollment	5,951	5,943	-8	-0.13%
Foundation budget	55,072,809	55,423,622	350,812	0.64%
Required district contribution	36,553,737	38,578,814	2,025,077	5.54%
Chapter 70 aid	18,897,238	19,045,813	148,575	0.79%
Required net school spending (NSS)	55,450,975	57,624,627	2,173,652	3.92%
Target aid share	25.44%	23.16%		
C70 % of foundation	34.31%	34.36%		
Required NSS % of foundation	100.69%	103.97%		



Massachusetts Department of Elementary and Secondary Education
Determination of City and Town Total Required Contribution FY15, Preliminary

271 SHREWSBURY

Effort Goal

1) 2012 equalized valuation	5,071,030,400
2) Property percentage	0.3624%
3) Local effort from property wealth	18,379,687
4) 2011 income	1,601,879,000
5) Income percentage	1.5113%
6) Local effort from income	24,209,796
7) Combined effort yield (row 3+ row 6)	42,589,482
8) Foundation budget FY15	55,423,622
9) Maximum local contribution (82.5% * row 8)	45,724,488
10) Target local contribution (lesser of row 7 or row 9)	42,589,482
11) Target local share (row 10 as % of row 8)	76.84%
12) Target aid share (100% minus row 11)	23.16%

FY15 Increments Toward Goal

13) Required local contribution FY14	36,553,737
14) Municipal revenue growth factor (DOR)	3.54%
15) FY15 preliminary contribution (13 x 14)	37,847,739
16) Preliminary contribution pct of foundation (15/8)	68.29%

If preliminary contribution is above the target share:

17) Excess local effort (15 - 10)	
18) 50% reduction toward target (17 x 50%)	
19) FY15 required local contribution (15 - 18), capped at 90% of found	
20) Contribution as percentage of foundation (19 / 8)	

If preliminary contribution is below the target share:

21) Shortfall from target local share (11 - 16)	8.55%
22) Added increment toward target (13 x 1% or 2%)*	731,075
<i>*1% if shortfall is between 2.5% and 7.5%; 2% if shortfall > 7.5%</i>	
23) Shortfall from target after adding increment (10 - 15 - 22)	4,010,668
24) FY15 required local contribution (15 + 22)	38,578,814
25) Contribution as percentage of foundation (24 / 8)	69.61%